



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, November 19, 2020

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

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

AMENDED AGENDA

AGENDA

2020/21-12

Allotted Time

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

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

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

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

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDcommentNovember19> or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline for closed and open session items shall be no later than noon, November 19. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda or nonagenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

- 3.1 *Government Code 54956.9 - Conference with Legal Counsel:*
 - a) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2020050805 and OAH Case No. 2020090408)*
 - b) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)*
 - c) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)*

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

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

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

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

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student – Gabriella Duarte, an 8th Grade student at Sam Brannan Middle School*

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

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

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

- 7.1 *Adoption of Conditions of Readiness for the Re-Opening of School (Various Departments)*

Action
20 minute presentation
45 minute discussion
(Roll Call Vote)

7:20 p.m. **8.0 PUBLIC COMMENT** **30 minutes**

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDcommentNovember19> or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline shall be no later than noon, November 19 for any agenda item. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda or nonagenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

7:50 p.m. 9.1 Fiscal Recovery Plan Update (Rose Ramos) **Information**
45 minute presentation
60 minute discussion

9:35 p.m. 9.2 Learning Continuity and Attendance Plan Update
(Steven Ramirez-Fong and Vincent Harris) **Information**
20 minute presentation
15 minute discussion

10:10 p.m. 10.0 CONSENT AGENDA **2 minutes**
(Roll Call Vote)

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

10.1 Items Subject or Not Subject to Closed Session:

10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)

10.1b Approve Personnel Transactions (Cancy McArn)

10.1c Approve Donations to the District for the Period of October 1-31, 2020 (Rose Ramos)

10.1d Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of October 2020 (Rose Ramos)

10.1e Approve Revision of Board Bylaw 9270: Conflict of Interest (Raoul Bozio)

10.1f *Approve Exclusive Negotiating Agreement – Extension, 2718 G Street, Old Marshall (Nathaniel Browning)*

10.1g *Approve Notice of Intent to Set the Annual Organizational Meeting Date of December 17, 2020 (Raoul Bozio)*

10:12 p.m. **11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** **Receive Information**

11.1 *Business and Financial Information:*

- *Purchase Order Board Report for the Period of September 15, 2020, through October 14, 2020 (Rose F. Ramos)*

10:15 p.m. **12.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *December 10, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *December 17, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Annual Organizational and Workshop Meeting*

10:20 p.m. **13.0 ADJOURNMENT**

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.1

Meeting Date: November 19, 2020

Subject: Adoption of Conditions of Readiness for the Re-Opening of School

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

Division: Student Support & Health Services, Facilities, Risk Management

Recommendation: Adoption of conditions of readiness for the Re-Opening of School.

Background/Rationale: Due to the ongoing COVID-19 Pandemic, Sacramento City Unified School District (SCUSD) began the academic year in full distance learning. As District staff has learned more about effective mitigation and minimization practices related to reducing the spread of COVID-19, staff has identified the key decision making processes and measures to ensure that all SCUSD sites can re-open safely. The goal of this presentation is to share those measures with the Board of Education for additional feedback and adoption.

Financial Considerations: None

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

Documents Attached:

N/A

Estimated Time of Presentation: 30 minutes

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

Approved by: Jorge A. Aguilar, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: November 19, 2020

Subject: Fiscal Recovery Plan Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: 12/10/2020)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: First presentation of the Fiscal Recovery Plan.

Background/Rationale: The current financial status as of the 2020-2021 Revised Adopted Budget projects that on-going reductions of fifty-one million dollars (\$51,000,000) are required in order to balance the budget, satisfy the state-mandated 2% reserve and avoid fiscal insolvency.

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

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

Documents Attached:

1. Fiscal recovery plan to be provided Monday November 16, 2020

<p>Estimated Time: 45 Minutes Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

November 19, 2020



I. OVERVIEW/HISTORY:

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

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

II. BUDGET:

2020-2021 Revised Adopted Budget

The current financial status as of the 2020-21 Revised Adopted Budget projects that on-going reductions of \$51M are required in order to balance the budget, satisfy the state-mandated 2% reserve, and avoid fiscal insolvency.

Sacramento City Unified School District	2020-21 Revised Adopted Budget	2021-22 Projected	2022-23 Projected	2023-24 Potential
Beginning Fund Balance	93,048,611	66,644,611	32,621,611	(18,340,389)
Surplus/(Deficit) Spending	(26,404,000)	(34,023,000)	(50,962,000)	(60,000,000)
Ending Fund Balance	66,644,611	32,621,611	(18,340,389)	(78,340,389)
Less: Assignments and Reserves	369,537	329,537	329,537	329,537
2% Reserve for Economic Uncertainty	12,804,000	11,330,000	11,514,000	12,000,000
Net Available Fund Balance after 2% REU	53,471,074	20,962,074	(30,183,926)	(90,669,926)

Board of Education Executive Summary

Business Services

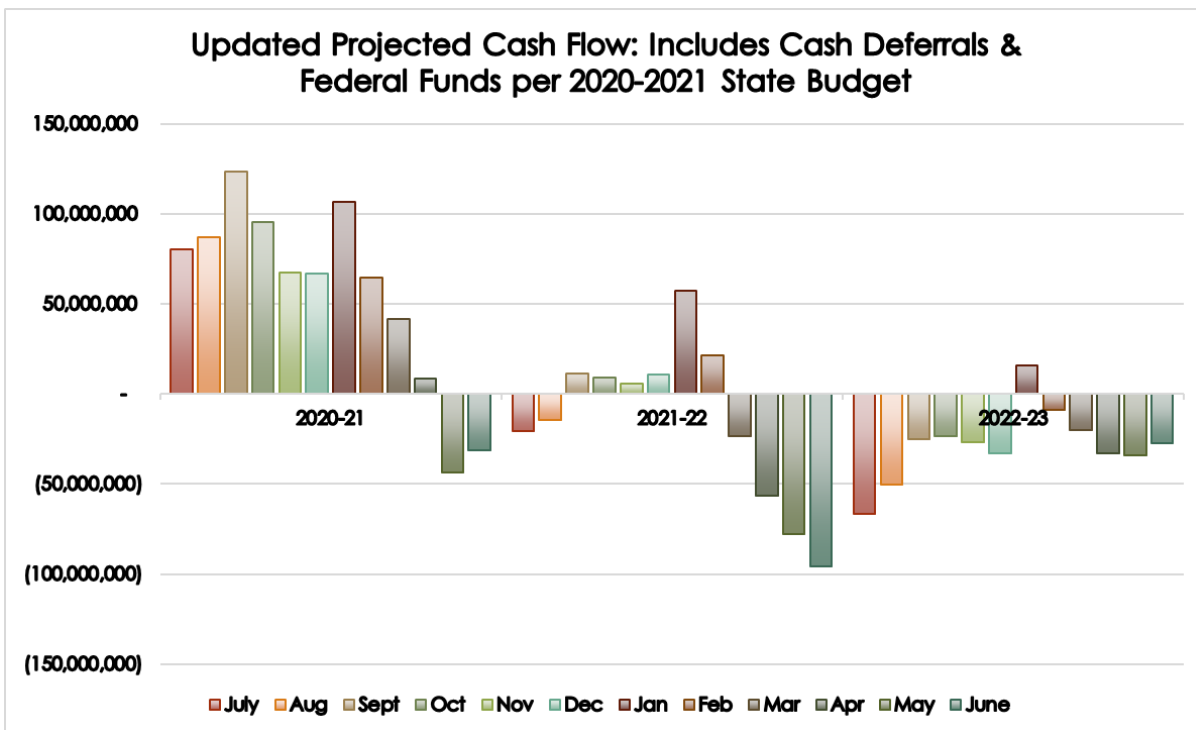
Proposed Fiscal Recovery Plan

November 19, 2020



Cash Flow

The District's cash flow reports project a positive cash balance through April 2021 but starting in May 2021 the District is projected to have major cash challenges and is projected to have a negative cash balance of \$31M in June 2021. Although Districts can manage temporary negative cash balances through interfund transfers, temporary short term borrowings and a possible waiver of deferrals, the District's projected cash flow needs exceed these temporary solutions. Therefore, the District must implement reductions no later than July 2021 in order to prevent a zero cash balance and avoid a fiscal crisis. The following graph compares the District's projected cash balances for the budget year 2020-21 through the future years 2021-22 and 2022-23 as of October 2020.



Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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Budget Reductions Implemented To Date

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

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

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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External Audits of District's Budget

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

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

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

State Auditor Budget Recommendations

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

Proposed Student Centered Fiscal Recovery Plan

The District believes that students should be at the center of all budget decisions and that we must work collaboratively to protect funding for core academic programs and services. As we continue this work, we are guided by our core values and reminded that these values are not limited to our students, but should be applied when making decisions related to our employees. The District has identified proposed budget reductions necessary to delay a state takeover, yet the District's \$51 million shortfall will not be resolved without negotiated solutions. The District is seeking to return to District healthcare benefit contributions that are in parity to comparable school districts while maintaining high quality medical benefit plans for employees.

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For the board's consideration, the District has developed a Fiscal Recovery Plan (FRP) that includes both negotiable and non-negotiable items. Savings from the non-negotiable items will reduce the deficit but the proposed reductions alone will not be sufficient, thus additional reductions will be required to eliminate deficit spending and achieve fiscal solvency. The following budget reduction options are for the Board's consideration and feedback. Thereafter, on December 10th, the Board will take action on the Fiscal Recovery plan and provide direction on the areas of savings the Board has determined to pursue.

Negotiable Items and Potential Savings		
Item	Example	Potential Cost Savings
Health Benefits	Reduce District Contribution to Employee only/75% other	18,793,471
Dental & Vision Benefits	Reduce District Contribution to Employee only	3,132,000
Cash In-Lieu of Benefits	Assume 3% Participation	1,400,000
Other Contract Items	Escalation factors, OPEB	2,020,000
Furlough Day	Cost of 1 day, Districtwide	1,736,000
Cost of 1%	Cost of 1% Salary increase/decrease Districtwide	3,476,000

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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The summary below reflects countless hours of staff collaboration identifying possible reductions to the budget. While none of these items are desired, there is recognition that difficult decisions must be made.

Summary of Budget Reduction Options		
Non-negotiable Items		
Item	Potential Cost Savings	
APs, Social Workers, Counselors Over Ratio (A)	1,749,000	
Central Depts - PD, Staff, Supplies	2,253,000	
Programs/Sites Staff Over Formula	9,633,000	
Dual Immersion, UGF portion	25,000	
Staff Recommendations	13,660,000	
Special Programs - To Discuss (B)	4,941,000	
List of Potential Reductions	18,601,000	
(A) Note that counselors and librarian staffing ratios are included in the SCTA CBA. CBA prevents the reduction of 57.1 FTE in this area, or \$7.5M		
(B) Staff does not recommend, but possible:		Consider Including on List
VAPA/Music Teachers	837,000	837,000
Career Technical Education	925,000	925,000
Safe Schools	939,590	940,000
GATE	302,000	302,000
Social/Emotional learning	175,840	-
New Teacher Induction	236,579	237,000
Improvement, Accountability and School Support	1,200,000	1,200,000
Alternative Ed	897,457	-
After School /Youth Development	500,000	500,000
		4,941,000

The components of these summary items will be presented at the board meeting.

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

November 19, 2020



Fiscal Recovery Plan Scenario #1 \$51M On-Going to Eliminate Deficit Spending				
	2020-21 Revised Adopted Budget	2021-22 Projected	2022-23 Projected	2023-24 Potential
Deficit Spending as of Revised Adopted Budget (from above)	(26,404,000)	(34,023,000)	(50,962,000)	(60,000,000)
Revised Deficit Reduction Target	(26,404,000)	(34,023,000)	(50,962,000)	(60,000,000)
On-going budget reductions 2020-21		51,000,000	51,000,000	51,000,000
On-going budget reductions 2021-22			-	-
On-going budget reductions 2022-23			-	-
Cummulative On-Going Budget Reductions	-	51,000,000	51,000,000	51,000,000
Revised Surplus/(Deficit)	(26,404,000)	16,977,000	38,000	(9,000,000)
Net Available Fund Balance after 2% REU	53,471,074	71,962,074	72,000,074	63,000,074

The tables below show the impact of implementing budget solutions effective July 1, 2021.

Scenario #2 \$15 million in on-going reductions reflects most of the non-negotiable items but the District will

Fiscal Recovery Plan Scenario #2 \$15M On-Going Budget Reductions				
	2020-21 Revised Adopted Budget	2021-22 Projected	2022-23 Projected	2023-24 Potential
Deficit Spending as of Revised Adopted Budget (from above)	(26,404,000)	(34,023,000)	(50,962,000)	(60,000,000)
Revised Deficit Reduction Target	(26,404,000)	(34,023,000)	(50,962,000)	(60,000,000)
On-going budget reductions 2020-21		15,000,000	15,000,000	15,000,000
On-going budget reductions 2021-22			-	-
On-going budget reductions 2022-23				-
Cummulative On-Going Budget Reductions	-	15,000,000	15,000,000	15,000,000
Revised Surplus/(Deficit)	(26,404,000)	(19,023,000)	(35,962,000)	(45,000,000)
Net Available Fund Balance after 2% REU	53,471,074	35,962,074	74	(44,999,926)

need to identify an additional \$36 million in on-going reductions to eliminate the projected deficit.

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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III. Driving Governance:

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

IV. Goals, Objectives, and Measures:

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

V. Major Initiatives:

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

VI. Results:

The Fiscal Recovery Plan presented at the November 19, 2020 Board Meeting identifies potential savings to address the deficit and avoid a State loan.

VII. Lessons Learned/Next Steps:

- Follow the approved calendar with adjustments made as necessary.
- Update District Budget Timeline
- Continue to monitor the state budget and its impact on the district finances.
- Continue to engage stakeholders in the budget development process through community

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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budget meetings.

- Work to complete negotiations with bargaining unit partners.
- Ensure compliance with all LCFF and LCAP requirements.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: November 19, 2020

Subject: Learning Continuity and Attendance Plan Update

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

Division: Continuous Improvement and Accountability Office

Recommendation: Receive information about the update to the Learning Continuity and Attendance Plan.

Background/Rationale: The Learning Continuity and Attendance Plan was established by Senate Bill 98 and is intended to memorialize the planning process already underway for the 2020–21 school year. SCUSD’s Draft Learning Continuity and Attendance Plan was adopted at the September 17, 2020 Board Meeting and submitted to the Sacramento County Office of Education (SCOE). SCOE and SCUSD staff held several debrief meetings in which SCOE staff provided feedback on elements of the plan. This feedback guided several of the key changes in the update. Following submission of the updated plan, SCOE confirmed that SCUSD’s plan meets the essential elements of Senate Bill 98. SCOE did not submit formal recommendations to be considered by the governing board.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary
2. SCUSD Learning Continuity and Attendance Plan Update

Estimated Time of Presentation: 20 minutes

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

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Learning Continuity and Attendance Plan Update
November 19, 2020



I. Overview/History of Department or Program

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

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

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

II. Driving Governance:

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

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

The key content requirements of the plan include:

- A description of the impact the COVID-19 pandemic has had on the district and its community.
- A description of the efforts made to solicit stakeholder feedback, the options provided for remote participation in public meetings/hearings, a summary of the feedback provided, and a

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Learning Continuity and Attendance Plan Update
November 19, 2020



description of the aspects of the plan that were influenced by specific input.

- A description of the actions the district will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.
- A description of how the district will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the district’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.
- A description of how the district will ensure access to devices and connectivity for all pupils to support distance learning.
- A description of how the district will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.
- A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.
- A description of the new roles and responsibilities of affected staff as a result of COVID-19.
- A description of the additional supports the district will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.
- A description of how the district will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the district will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.
- A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness.
- A description of how the effectiveness of the services or supports provided to address learning loss will be measured.
- A description of how the district will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.
- A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the district will provide outreach to pupils and their parents or guardians, including in languages other than

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Learning Continuity and Attendance Plan Update
November 19, 2020



English, when pupils are not meeting compulsory education requirements, or if the district determines the pupil is not engaging in instruction and is at risk of learning loss.

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

III. Budget:

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

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

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

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

IV. Goals, Objectives and Measures:

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

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

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

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1. **Health, Safety and Well-being:** Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. **Academics and Instruction:** High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity and by injustice.
3. **Agility:** Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.
4. **Needs-based and Care Given:** Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.
5. **Engagement & Communication:** Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

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

1. **Consistent, direct, live instruction for every student**
Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. **Access and availability**
Teacher availability to students outside of direct, live instruction.
3. **Symmetry and Cohesion in learning and delivery**
Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. **Collaboration**
Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. **Professional development and supports for educators**

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

6. Appropriate supports for students receiving Special Education

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

7. Targeted student support and interventions

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

8. Communication and feedback

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

9. Assessments and accountability

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

10. Support for English Learners

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

V. Major Initiatives:

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

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

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

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Community Advisory Committee leadership, District English Learner Advisory Committee, LCAP Parent Advisory Committee, and Student Advisory Council.

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

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

VI. Results:

SCUSD's Learning Continuity and Attendance Plan was adopted at the September 17, 2020 Board meeting and submitted to the Sacramento County Office of Education (SCOE). Following adoption and submission, SCOE and SCUSD staff held several debrief meetings in which SCOE staff provided feedback on elements of the plan. This feedback guided several of the key changes in the update. Following submission of the updated plan, SCOE confirmed that SCUSD's plan meets the essential elements of Senate Bill 98. SCOE did not submit formal recommendations to be considered by the governing board.

Based on SCOE's feedback, stakeholder input, and discussions during the approval presentation, district staff revised elements of the plan. Legal staff were also consulted and supported revision of cover page language and other elements relevant to the negotiations context.

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Key changes to the plan include:

- Modification of statement on the cover page to address the labor-related negotiations context. The revised language includes a link to the established district web page detailing the differences between the district's and SCTA's proposals when negotiations were in progress. The revised language also clarifies the current context in which negotiations have ended and the district has implemented the plan.
- Expanded content specific to English Learners in the Pupil Learning Loss and Supports for Pupils with Unique Needs sections.
- Updated content specific to Learning Hubs and inclusion of distinct plan language for on-site instruction specific to students with disabilities.
- Revised 'contributing' status of specific actions in expenditure tables per SCOE's revised guidance on eligibility for such status.
- Revised dollar amount of Increased Apportionment from \$75,880,420 to \$75,858,780 as directed by SCOE's Business Services office.
- Updated projected expenditures for Air Purification Units and Matriculation and Orientation Center (MOC).

VII. Lessons Learned/Next Steps:

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

Analysis and discussion of the plans and actions included in the Learning Continuity and Attendance Plan will be required as part of the Annual Update to be completed and approved during the 2020-21 school year. A draft of the Annual Update was shared by CDE staff on October 27, 2020 and included the following elements:

- Reporting of Estimated Actual Expenditures for actions included in the plan.
- A description of the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable.
- A description of any substantive differences in planned actions and actual implementation of the actions.
- An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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- An explanation of how lessons learned from implementing in-person instruction have informed the development of goals and actions in the 2021-24 LCAP, as applicable.

This analysis is required for the In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss, and Additional Actions and Plan Requirements sections. The Annual Update document also includes reporting on the 2019-20 LCAP. The final template is expected to be adopted by the State Board of Education in January 2021.

Sacramento City Unified School District (SCUSD)

Learning Continuity and Attendance Plan

(Updated 10.29.20)



Core Value

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

Equity, Access, and Social Justice Guiding Principle

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

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

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

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

This Learning Continuity and Attendance Plan outlines the district's planned implementation of actions and services for students, families, and staff for the 2020-21 school year. The contents of the plan include some elements that have been discussed in labor-related negotiations with the Sacramento City Teachers Association (SCTA). During the period in which negotiations were still in progress, these elements were outlined on the district's web site on the page titled [Differences Between the District's and SCTA's Proposals](#). While some elements of the plan may be subject to further proceedings, SCUSD has implemented the Learning Continuity and Attendance Plan in the best interest of students.

Additional Resources:

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

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Learning Continuity and Attendance Plan Template (2020–21)

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

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

General Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Access and availability

Teacher availability to students outside of direct, live instruction.

3. Symmetry and Cohesion in learning and delivery

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

4. Collaboration

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

5. Professional development and supports for educators

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

6. Appropriate supports for students receiving Special Education

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

7. Targeted student support and intervention

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

8. Communication and feedback

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

9. Assessments and accountability

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

10. Support for English Learners

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

Additional engagement efforts included:

- Summaries of regional town halls/listening sessions held by board members and reported out in comments during board meetings
- Summary of student input solicited from peers by the student board member and Student Advisory Council members
- A draft of the plan was provided to district bargaining group leaders to solicit input.
- Public comment at July and August Board meeting items focused on school reopening

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is recognized as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. (See pages 24-25)
- Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of SEL into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral Engagement and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement. (See pages 47-48 and 52-53)
- To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available. (See page 24-25)

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

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

A through line across stakeholder engagement before and during COVID has been the need to reduce the variation in implementation and quality of the learning experience across classrooms and school sites. Related to this has been the expressed need for parents/guardians to have a specific understanding of what should be happening for their students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district. The list is provided in detail within the 'General Information' section of this document. (See pages 3-4)

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

Another through line of feedback across stakeholder listening sessions was the need for an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning throughout. The first line in the district's Return Together Vision statement reads, '*Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students.*' The Return to Learn plan's guiding principles have been based on those set forth by the Council of Great City Schools, whose Addressing Unfinished Learning After COVID-19 School Closures report specifically calls out the disproportionate impact of school closures and distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning status and monitor growth, the district has developed a common assessment calendar across grade levels for English Language Arts (ELA) and Math. To provide targeted supports to students, synchronous small group and individual instruction are key components of the weekly schedule. To improve the differentiation of instruction and to address individual students needs every day for every student, the district is maintaining its professional development focus on Universal Design for Learning (UDL). (See pages 2-3, 29, 31, and 44-45)

Training and accountability for staff are both critical

Parents/guardians consistently expressed the priority of increased accountability in the implementation of district programs. This priority has also been voiced in previous Local Control and Accountability Plan (LCAP) engagement and other feedback processes. This Learning Continuity and Attendance Plan has been influenced by this input, specifically in the ten stated expectations ('Symmetry and Cohesion in Learning and Delivery' speaks to the need for less variation in implementation) and in professional development plans. The section of this plan describing professional development to support distance learning outlines the expectations for principals to consistently join virtual teacher collaboration sessions and virtual classroom lessons just as they would 'walk' their school site when in person. (See pages 3, 31-33)

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

In response to consistent feedback that parents/guardians need more support and capacity building in these areas, resources were developed and implemented to meet this need. Virtual workshops were held, including a 'Zoom Guide for Parents' and 'Parent Guide to Google Classroom' and recorded versions are available. A stand-alone website has been developed ([Back to School Digital Binder](#)) and features a '[Parent Distance Learning Toolkit](#)' that includes resources on topics aligned to stakeholder priorities. (See page 33)

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

- Multiple groups, including the AAAB, LCAP PAC, and DELAC, provided input regarding (a) the need to explore opportunities to provide some services or resources on campus and (b) to engage afterschool staff/expanded learning programs and other community organizations in the support of distance learning. As detailed in the 'Roles and Responsibilities' section of this plan, the district will be engaging expanded learning staff to support synchronous and asynchronous instruction in numerous ways AND is exploring pilot programs to bring students back on campus. (See page 37)
- Students stated the need for flexibility and the ability to self-pace work throughout the week. They noted that, in the spring, a practice that was supportive in the distance learning context was providing advance notice of assignments and allowing for completion at one's own pace. The district's plan includes a weekly communication from school to home that provides an overview of assignments, learning intentions, synchronous learning schedule, and other important details. This is intended to support both parents/guardians and students. (See page 24)

- Students reiterated the need for consistency of live instruction, the ability to access recorded lessons following the live lesson, and access to teachers outside of class time. The district's plan includes daily, live instruction, the use of lesson recording to provide students the ability to re-watch at a later date, and expectation that staff are regularly available to students and families. (See pages 24-25)
- Multiple groups have noted the importance of increasing awareness of systemic racism and violence and specifically calling out the traumatic impacts upon students, families, and staff as well as more clearly discussing what is going on in the world, nation, and Sacramento regarding racial inequities and trauma. This latter need was specifically noted by the AAAB, who also stated the importance of expanding our definition of 'vulnerable students' to include students of color, in particular African American students. As a result of this input, context regarding systemic racism and violence has been added to the first section of this plan. More tangibly, the district has furthered its development of supports for anti-racist education including a full set of resources for educators in the form of a [stand-alone website](#). This resource and others are discussed in the Mental Health and Social and Emotional Well-being section.(See pages 2, 47-51)
- The CAC emphasized the need for all community members to see students with disabilities as students first – and not to define them by their disability status. The CAC also noted that, if Special Education issues are addressed first, then many of the other problems that exist in the district will be addressed as well. These points have been emphasized in the Supports for Pupils with Unique Needs section. Additionally, discussion of Universal Design for Learning (UDL) in this plan notes that designing instruction for students who have unique needs will improve access for ALL students. (See pages 39-41)
- The LCAP PAC noted the absence of any explanation of bullying prevention and the importance of highlighting this in a distance learning context given the prevalence of cyberbullying pre-COVID. The section of Mental Health and Social Emotional Well-being now includes a brief discussion of bullying prevention. (See page 52)
- Comments submitted on the posted draft included the recommendation that the General Information section incorporate explicit acknowledgement of the impacts of COVID on working parents. This has been incorporated and notes the impact on both parents that are able to work from home and those that are not. (See page 1)
- Specific input from the District English Learner Advisory Committee (DELAC) recommended that automated phone systems include language preferences in the top five languages and that, if a language other than English is selected and no one is available to respond, the call be routed to a district interpreter or third party agency. In response, the district has updated its mainline phone message to include greetings in Spanish, Chinese, Vietnamese, Hmong, and Russian. Callers who are looking for assistance in a language other than English will be transferred to district interpreters to reach a live person or leave a message (depending on availability and time).
- Input from the board and public comments during the 9.3.20 public hearing led to the incorporation of information regarding discipline practices in the Mental Health and Social and Emotional Well-being section. (See pages 49-50)
- Input from multiple stakeholder groups and legal staff regarding elements of the plan subject to negotiations led to modification of the cover page language.
- Input from multiple stakeholder groups, including DELAC, stated the need for specific description of supports for LGBTQ+ students. Information describing specific professional learning and supports to be provided has been added to the Mental Health and Social and Emotional Well-being section. (See pages 48-49)
- Input from advocacy groups in public comments on the public hearing item requested additional details for multiple areas of the plan regarding students with disabilities. The Support for Pupils with Unique Needs has been expanded to include additional description of IEP Addenda, IEP services, and other supports for students with disabilities. (See pages 39-40)

Continuity of Learning

In-Person Instructional Offerings

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

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

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

Modes of Instruction:

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

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

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

Cohorts

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

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

Secondary School Scheduling

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

Staffing

- During in-person instruction, staff may be deployed to meet the instructional needs of students as determined by their chosen mode of instruction. Some teachers may be designated as distance learning teachers. These teachers may be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning may also be scheduled in classrooms that are working with in-person cohorts.
- The district surveys employees to assess the need for accommodations. Those employees indicating a need will be contacted to schedule an interactive process with Risk Management staff, supported by Human Resources.

Additional Student Services and Supports

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

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

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

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

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

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

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

Passive Screening

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

Active Screening

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

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

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

- Athletics Conditioning
- Child Care for essential workers

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

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

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

Learning Hubs

In partnership with community-based organizations and the City of Sacramento, the district will implement learning hubs at a subset of school sites throughout the district. These hubs provide small groups of students with distance learning assistance and other activities. Each learning hub will be open to 40 students, with priority given to children of essential workers, students with special needs, foster youth and students experiencing homelessness. Students participating in learning hubs will meet daily on school campuses and will continue meeting until in-person school resumes. Staff will assist students in remaining engaged during distance learning, support academic assignments, and provide social-emotional support. All participating students will receive breakfast and lunch provided by Nutrition Services. Staff will be trained by the district's Health Services and Risk Management Teams and active temperature screening, face coverings, hand hygiene, and physical distancing will all be required. Prior to opening learning hubs, school sites were assessed for COVID-19 readiness. Measures taken included, but were not limited to, preparation of classrooms to accommodate increased physical distancing, replacement of air filters, disabling of shared water fountains, and installation of directional and health and safety signage. The program is operated within the guidelines outlined in the protocols published by the California Department of Public Health related to safety and mitigation measures.

Closing Criteria

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

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$293,610	N
Screening Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	\$11,866	N
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$414,623	N
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	\$229,798	N
Portable High Efficiency (HE) Air Purification Units: Portable air purification units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. These units also mitigate wildfire smoke.	\$6,167,700	N
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.	\$415,164	N
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus. Will include 1 station at smaller school sites and district facilities and 2 stations at larger school sites and Serna Center.	\$1,200,000	N

Distance Learning Program

Continuity of Instruction

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

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

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

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

Curriculum Scope and Sequence

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts (ELA) and Math have been developed for each grade level K-6 and by content area for secondary grades.

Collaboratively developed with Multilingual Literacy leadership, the corresponding English Language Development (ELD) standards and Benchmark Advanced/Adelante activities and resources for ELD instruction can be accessed. The scope and sequence documents provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

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

The scope and sequence documents are intended to guide teachers in identifying key standards. These standards can be used to focus lesson planning and identify the resources that can best support students in attaining mastery. This is one of the district's efforts to minimize the variation in program implementation across and within schools. In addition to identifying prerequisite skills and knowledge, the scope and sequence documents identify skills to be taught in future grade levels. This supports teachers in conducting multi-grade assessments of

students. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

Home-school Communication

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

Priority Standards

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

Synchronous and Asynchronous Instruction

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

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

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

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

Instructional Minutes

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

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

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

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

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

Sample Tuesday-Friday Schedule for Grades 7-12

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

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

Sample 7-12 Monday Schedule

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

Common Online Learning Management System (LMS)

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

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

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

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

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

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

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

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

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

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

Access to Devices and Connectivity

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

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

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

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

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

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

Pupil Participation and Progress

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

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

District Common Assessments

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

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

The following example outlines the key assessments for Grade 3:

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

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

Formative Assessment

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

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

Grading

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

Home-school Communication

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

Pupil Participation

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

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

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

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

Time Value of Work

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

Distance Learning Professional Development

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

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

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

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

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

Professional Development for All Teachers and Leaders

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

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

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

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

Additional Professional Development

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

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

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

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

Multi-Tiered System of Supports (MTSS) Cohort Launch

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

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

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

Staff Roles and Responsibilities

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

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

Attendance and Engagement

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

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

Special Education

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

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

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

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

Health and Safety Protocols

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

Broad responsibilities applicable to all staff include:

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

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

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

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

Additional Staff Expectations for Distance Learning Teachers

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

Training Specialists

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

School Site Administrators

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

Counselors

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

Expanded Learning

Expanded Learning programs will provide support to students during their synchronous and asynchronous distance learning time. The specific implementation at each school site will depend on the locally identified needs. Examples of supports to be offered include, but are not limited to, home visits, phone calls, connecting families and students to resources, providing social emotional help, online enrichment classes, small group instruction, tutoring classes, homework support, and credit recovery and elective courses at high school. Staff will also support the district's implementation of learning hubs. These hubs, described in the In-Person Instructional Offerings section, will serve students during the school day, supporting them with distance learning and providing other activities. The specific program at each learning hub will be developed with site leaders and priority given to children of essential workers, students with special needs, foster youth and students experiencing homelessness.

Supports for Pupils with Unique Needs

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

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

English Learners

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

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

ELD instruction is embedded into core ELA/ELD curriculum and students receive instruction during their core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. The specific curricula at each grade level and their ELD components are detailed below.

SCUSD recently adopted the Benchmark Advance (BMA) curriculum for grades K-6. This curriculum includes integrated ELD support in each mini-lesson. This support is further differentiated at three levels (light support, moderate support, and substantial support). Each of the support levels is connected to the mini-lesson task and exposes English Learners to complex grade level text using interactive annotations. Each unit also offers additional suggested language objectives to help accelerate English Learners' proficiency towards mastery. In addition, separate hard cover ELD books support lessons, but are written in a scaffolded manner, making them more accessible for English Learners. Professional development was provided by the publisher and the Sacramento County Office of Education (SCOE).

At grades 7-11, SCUSD uses the MyPerspectives curriculum. Integrated and designated ELD lessons are built into the unit plans. Additionally, MyPerspectives offers a component (on a separate platform) called ELD Companion that specifically addresses the ELD standards. This component is ideal for English Learners at Level 2 or higher on the English Language Proficiency Assessment for California (ELPAC). Multiple teacher trainings for MyPerspectives have been offered and training remains available on the publisher's website. At grade 12, the district-adopted curriculum is the California State University System (CSUS) Expository Reading and Writing Course (EWRC). The newest modules (which have been piloted in the district during the past two years) have a deliberate focus on both integrated and

designated ELD. These modules will be fully implemented in 2021. ERWC training is coordinated through CSUS and SCOE and is offered at least twice a year by the county. SCUSD staff have also partnered to implement a yearly conference focused on ERWC modules.

Secondary grade (middle and high school) students who test at ELPAC level 1 and 2 and have been in the country fewer than three years or are English Learners with an Individualized Education Program (IEP) have access to National Geographic/Cengage curriculum. This curriculum includes three programs including (1) Inside the USA (for newcomers grades 7-12 who are just starting school in the United States) (2) Inside (grades 7-8) and (3) Edge (grades 7-12). These curricula can be implemented in a separate class period specific to meeting the needs of English Learners or as a supplement to their mainstream classes.

The ELD standards are highlighted and supported across other academic disciplines. There are differentiated ideas for ELD instruction provided in teacher editions to support lesson delivery and student understanding. The Curriculum and Instruction department provides lesson modeling and other professional development to support implementation of the ELD standards.

To support the reclassification of English Learners, staff are administering the optional Summative English Language Proficiency Assessments for California (ELPAC). Students eligible for reclassification in the fall have been identified and ELA/ELD training specialists will support testing coordinators in a phased administration. This will begin at the high school level first and then progress to middle school and elementary school sites (grades 3-6). In the absence of spring 2020 state assessment scores, staff have identified academic criterion options by grade level to be used in the reclassification process. These include Benchmark Advance Interim assessments, i-Ready assessments, and PSAT scores.

The affirmation and development of students' home language is something the district values and continues to support through a number of programs and across schools. Several elementary sites in SCUSD offer dual immersion programs. Some of these schools implement the 50/50 model, in which an equal balance of English and the target language are used throughout the program. Other schools implement the 90/10 model, in which the amount of the target language decreases yearly as English increases until there is a 50/50 balance of the languages at higher-grade levels.

Students with Disabilities

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

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

need to have amendment IEPs to delineate the services to be provided during distance learning due to the COVID pandemic. The only time an addendum is not needed is if all of the IEP services on the operative IEP can be provided in the same frequency and duration, but only the location of how it is delivered has changed, such as face-to-face to a virtual, remote learning space.

- **Modification of IEP Goals:** Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- **External Vendors:** For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- **Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):** IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.
- **Supports and Services:** It is expected that students will receive targeted small group instruction in order to get the support they need to continue to make progress. Any student that demonstrates a need for additional support other than what is currently agreed upon in their IEP will be addressed through the IEP process. If determined to be appropriate and warranted, additional services will be added to the student's IEP. Behavior Intervention Specialists will continue to support sites remotely through Distance Learning via consultation with staff and parents and provide direct support via Zoom and Google classroom if needed. SB98 requires the district to provide evidence that all agreed-upon services have been provided as agreed upon. District staff has been trained on this requirement and it is expected that they will regularly track both progress of students and the delivery of agreed upon services.
- **On-site Instruction:** Small group instructional cohorts for intensive on-site instruction is planned for students with disabilities to allow students to return to in-person instruction in a small, dedicated cohorted model. The initial target population of students will be students who are placed in our special day classes for students with moderate/severe disabilities. This group of students are targeted due to their reduced ability to engage readily in the distance learning model and the need for more intensive in-person services. When in operation, this plan will impact approximately 31 of our school sites across the district and serve all segments. This program would limit the number of students in a cohort with a teacher and instructional aide staff and can be maintained at the level outlined in the safety and mitigation measures issued by the California Department of Public Health.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of SCUSD Homeless Services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services.
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.

- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with county Homeless Liaisons to provide continuity of educational services as students transfer.

Foster Youth

Distance Learning supports specific to Foster Youth will include:

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

Gifted and Talented Education (GATE)

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

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

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

Universal Design for Learning (UDL)

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

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

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

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

Description	Total Funds	Contributing
<p>Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through Sac City Kids Connect partnership with Comcast. Sac City Kids Connect provides low cost connectivity to eligible families. Contract provides 6 months of service for 5000 accounts. This action also includes headsets for students.</p>	\$5,728,184	N
<p>Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.</p>	\$7,047	N
<p>Early Childhood Education Support Instructional Supplies and computers for staff in preschool programs.</p>	\$120,577	N
<p>Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.</p>	\$504,349	Y
<p>Multilingual Literacy Department Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.</p>	\$1,363,445	Y
<p>Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Counselors will provide virtual small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the Master Scheduling director, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes; particularly as staff may need to be redeployed to address health concerns and enrollment-based needs.</p>	\$7,280,609	Y

Description	Total Funds	Contributing
<p>Training Specialists and Curriculum Coordinators Lead the district's distance learning program including the use of grade level scope and sequence plans, administration and use of the district's common assessments, and implementation of the skills and strategies acquired in professional learning. Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.</p>	\$4,996,850	Y
<p>Collaboration Time Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.</p>	\$5,558,673	Y
<p>Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.</p>	\$19,623,365	N
<p>Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.</p>	\$161,872	N
<p>Enrollment Center Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Centralized services including an immunization clinic, family services, a summer feeding program, services for families in transition, and translators.</p>	\$247,873	Y
<p>Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary schools with possibility of expansion to additional expanded learning elementary sites.</p>	\$10,438,240	Y
<p>Distance Learning Professional Development Two (2) additional days of professional learning to help prepare teachers to implement distance learning.</p>	\$2,600,000	N
<p>Distance Learning Professional Development: Electronic copies of The Distance Learning Playbook resource for staff.</p>	\$33,600	N
<p>Instructional Materials for Distance Learning Provide instructional materials necessary for students to participate fully in instruction. Includes physical textbooks, workbooks, digital textbook licenses, school supplies, and curriculum software.</p>	\$697,554	N

Pupil Learning Loss

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

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

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

Pupil Learning Loss Strategies

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

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

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. English Learners will also receive designated ELD focused on the English Language Development standards, and integrated ELD focused on the ELD standards in tandem with the academic content standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area, and will allow English Learners to develop critical language skills.

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

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

Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. Another example of small group instruction could be for either integrated or designated ELD. A teacher could, for example, group English Learners by their ELPAC levels and deliver designated ELD focused on language development specifically targeted to that group of English Learners.

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

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

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss. The results of the interim assessments in ELA and math can be disaggregated by student group, including for English Learners by their ELPAC levels. In this manner, teachers can assess how effective their instruction has been on specific standards in ELA and math for English Learners based on their ELPAC level, and can make adjustments to their teaching as necessary

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

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

Mental Health and Social and Emotional Well-Being

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

Social Emotional Learning (SEL)

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

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

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

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

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

Monitoring Student Mental Health and Social and Emotional Well-Being

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

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

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

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

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

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

Integration of Social Emotional Learning into Academics

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

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

Professional Learning

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

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

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

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

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

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

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

Discipline Practices

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

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

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

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

Mental Health Supports and Addressing Trauma

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

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

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

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

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

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

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

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

Bullying Prevention

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

Pupil and Family Engagement and Outreach

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

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

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

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

Behavioral engagement (Physical Actions)

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

Cognitive Engagement (Cognitive Processing)

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

Emotional Engagement (Motivation and Emotional Response)

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

Monitoring Engagement

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

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

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

Outreach

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

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

Tiered Reengagement

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

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

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

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

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

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

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

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

- Home visits
- Referral to ACCESS or outside agencies

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

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

Additional Resources and Outreach Efforts

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

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

School Nutrition

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

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

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

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

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

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

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

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	<p>Parent Teacher Home Visit (PTHV) Program PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures. The continued implementation of Home Visits is a critical arm of the district's efforts to increasing the sense of connectedness/belonging to school, foster increased communication between home and school, and building positive relationships between staff and families.</p>	\$510,953	Y
Multiple Areas	<p>Matriculation and Orientation Center (MOC) MOC staff will support translation and interpretation across multiple departmental efforts throughout the distance learning context. To date this has included the translation of communications to families, draft plans such as the districts 'Return Together' components and the early draft of this plan, and resources to support students and parents/guardians during distance learning. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language.</p>	\$767,501	Y
Multiple Areas	<p>Additional Interpretation Services Service Agreement with Excel interpretation services to provide translation services that are currently not available through the district's Matriculation and Orientation Center.</p>	\$21,000	Y
Pupil and Family Engagement and Outreach	<p>Family Communication Program Additional attendance and engagement support through a service agreement to establish partnership with Every Day Labs to reduce distance learning absences through improved communication with parents. Communications help families take action to support attendance and participation in distance learning.</p>	\$74,026	N
Multiple Areas	<p>Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.</p>	\$460,697	N
Multiple Areas	<p>Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites. Also includes asset management software.</p>	\$333,326	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.12%	\$75,858,780

Required Descriptions

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

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

Curriculum Coordinators and Training Specialists

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

Counselors, Master Schedule Director, and Credit Recovery Programming

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

Teacher Collaboration Time

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

Enrollment Center

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

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

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

Nurses and Social Workers

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

Connect Center

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

District Parent Resource Center

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

Parent Teacher Home Visits

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

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

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

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

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

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

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

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

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

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

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

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

- **District Connect Center and Enrollment Center:** These two district services work in tandem as hubs for students and families to access a range of resources, including mental health supports, immunization, transition, family counseling, attendance intervention, and suicide

risk/response and intervention. While all students and families have access, these resources, similar to nurses and social workers described above, are intended to meet the needs of youth and families that experience higher rates of health challenges and accessing services on their own. Again, this is intended to primarily benefit unduplicated students and other vulnerable youth.

- **Teacher Collaboration Time:** This weekly time is provided to certificated staff to collaborate on ways to meet the needs of unduplicated pupils. This time has increased importance during the current year, as staff collaboration will need to address pupil learning loss. Given the anticipated disproportionate impacts of learning loss on vulnerable students, which include unduplicated students, staff will need to collaboratively plan for instruction that addresses those impacts.

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

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1a

Meeting Date: November 19, 2020

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

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

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

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements
3. Recommended Bid Awards – Facilities Projects

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

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

<u>Contractor</u>	<u>New Grant</u>	<u>Amount</u>
<u>SOCIAL EMOTIONAL LEARNING</u>		
Rockefeller Philanthropy A21-00045	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received grant in 2017/18	\$200,000
<p>10/1/20 – 6/30/22: Social Emotional Learning funds will be used to increase social and emotional connections and cultivate a community of belonging for students, staff, and families in Sacramento City Unified School District, and to disrupt inequities in relationships and connections for our most vulnerable students and families. The funds will benefit all middle and high school students districtwide.</p> <p>Expected outcomes of the grant are increased empathy and connectedness for all participants as measured by pre/post survey polls.</p>		

<u>STUDENT SUPPORT SERVICES</u>		
California Department of Education A21-00044	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received grant in 2017/18	\$1,554,510
<p>7/1/20 – 6/30/23: Funding from the Learning Communities for School Success Program will be used to address student attendance and engagement including the state metric of chronic absenteeism. We will utilize funds to build upon the prior Be HERE grant initiative and establish a Student Attendance and Engagement Office which will use an MTSS framework to support sites and establish system-wide practices. Including:</p> <ul style="list-style-type: none"> • Using actionable data to identify and implement Tier I, Tier II and Tier III strategies and interventions • Creating system-wide messaging around attendance and engagement in all home languages • And supporting students and families in removing barriers to good school attendance and positive engagement 		

EXPENDITURE AND OTHER AGREEMENTS

Restricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>FACILITIES SUPPORT SERVICES</u>		
ICU Technologies, Inc. R21-01618	11/19/20 - Purchase and installation of classroom functionality locks, storeroom functionality locks, along with associated cylinders, housings and door closers at 20 elementary schools to provide enhanced security. Sites include: Bowling Green Chacon, Bowling Green McCoy, Camellia, Capital Collegiate Academy (Freeport), Cesar Chavez, Edward Kemble, Elder Creek, Ethel I. Baker, H.W. Harkness, John Bidwell, John D. Sloat, John Morse, John Still, Mark Hopkins, Nicholas, Pacific, Parkway, Peter Burnett, Susan B. Anthony, and Woodbine. Locks allow school site staff the ability to lock down classrooms without having to open doors in the event of an intruder on campus. Currently, the majority of District classroom doors	\$1,441,294 Measure Q Funds
Utilizing GSA Contract #47QSWA18D003K		
New Contract:		
<input checked="" type="checkbox"/> Yes		
<input type="checkbox"/> No		

can only be locked from the outside. Providing staff the ability to lock the doors from the inside reduces the risk of coming in contact with an intruder. In addition, the key cylinders being used are "primus". The keys used with this type of cylinder have a special cut along the side of the key that is specific to SCUSD and cannot be duplicated without District approval, greatly reducing the number of unauthorized keys. The classroom function locks will provide enhanced safety and security at the 20 elementary school sites. Purchasing Services finds it is in the best interest of the District to utilize GSA contract #47QSWA18D003K for this purchase. Cooperative purchasing agreements, as authorized by Public Contract Code §20118, allow other government agencies, such as school districts, to piggyback on awards while still satisfying the legally required competition for contracts. As a government entity, the District is able to piggyback on this agreement and purchase directly from ICU Technologies under the same terms, conditions and pricing.

Staples
R21-02139

Utilizing Sourcewell
Cooperative
Purchasing
Agreement #121919-
SCC

New Contract:

- Yes
- No

Furniture including lab tables, desks, chairs, stools and workstations following the Science Wing Renovation at Luther Burbank High School. Purchasing Services finds it is in the best interest of the District to utilize the Sourcewell Cooperative Purchasing Agreement #121919-SCC between Staples and Sourcewell, formerly NJPA (National Joint Powers Authority). Cooperative purchasing agreements, as authorized by Public Contract Code §20118, allow other government agencies, such as school districts, to piggyback on awards while still satisfying the legally required competition for contracts. Contracts awarded by Sourcewell are based on quality, proven performance, and pricing. As a government entity, the District is able to piggyback on this agreement and purchase directly from Staples under the same terms, conditions and pricing.

\$361,893
Measure Q
Funds

STUDENT SUPPORT SERVICES

Kelvin Education, Inc.
SA21-00195

New Contract:

- Yes
- No

11/19/20 Two year software license for Kelvin, a data collection tool that gathers data from brief, recurring surveys called "Pulses," which gauge students', staff members', and families' perceptions of social-emotional learning, mental health and wellness, culture/climate and student engagement: behavioral, cognitive and emotional. This process is repeated in designated cycles and the frequent feedback will give staff a sophisticated understanding of our students and schools in real time and will allow staff to take action, measure the results and analyze key concerns. This often overlooked information will help us get a better understanding of the whole child to identify needs, create tiered systems of support and improve overall student academic outcomes.

Year 1: \$129,900
CARES Act
Funds

Year 2: \$129,900
LCSSP Grant
Funds

Total: \$259,800

YOUTH DEVELOPMENT

<p>Expanded Learning Program</p> <p>Agency Providers:</p> <ul style="list-style-type: none"> • Boys & Girls Club • Center for Fathers & Families • Leaders of Tomorrow • New Hope Community Development Center • Roberts Family Development Ctr. • Rose Family Creative Empowerment Ctr. • Sacramento Chinese Community Service Center • Target Excellence <p>Providers are determined based on the sites ultimately selected for new Learning Hubs.</p> <p>New Contract:</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>	<p>12/14/20 – 6/30/21: Approval is requested for additional CARES funding for seven yet-to-be-identified sites that will open as Learning Hubs on December 14. The agency providers will be responsible for staffing hubs for a minimum of seven hours per day with a 10-to-1 student to staff ratio; implementing health and wellness procedures; implementing social distancing plan; providing supplies such as headphones, printers, etc.; enforcing the visitor policy; maintaining small cohorts of students; actively screening staff and students; troubleshooting technology issues for students; providing daily communication with parents/guardians; providing enrichment activities and outdoor play; and helping with synchronous and asynchronous learning.</p> <p>About Learning Hubs: Learning Hubs are a cohort of students and staff designed to provide support during synchronous and asynchronous learning times. SCUSD Learning Hubs are designed to support 40 students at school sites with a 10:1 student to staff ratio. Learning Hubs are authorized by California Department of Public Health.</p> <p>The purpose of Learning Hubs is to provide support to get students engaged in distance learning. Staff provides support with student log-ins, keeping students stay focused and engaged with their teachers, helping them with their academic assignments, and providing social-emotional support.</p> <p>SCUSD Youth Development Support Services (YDSS) is successfully hosting Learning Hubs at seven sites: Bowling Green McCoy and Chacon, Ethel I. Baker, Harkness, John Cabrillo, Isador Cohen, Martin Luther King, Jr., and Sam Brannan. The additional seven hub sites will be identified based on equity indices and Early Identification and Intervention (EII) data.</p> <p>Dollar amount is an estimate based on the average amount for each Learning Hub for 110 days (\$197,000) minus the average amount covered by existing, grant-funded contracts with providers (\$128,000) which leaves \$69,000 per site to be funded from CARES Act funds.</p>	<p>\$483,000 CARES Act Funds</p>
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Unrestricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
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FACILITIES SUPPORT SERVICES

<p>RGM Kramer, Inc. SA21-00211</p> <p>New Contract:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>11/19/20 – 3/30/21: Provide program management services as needed by the Facilities Support Services Department for interim staffing augmentation. Contracted services are required because Facilities has 3 key management vacancies and needs immediate management services to oversee the preparation of re-opening schools. Services related to the mitigation of COVID-19 will be paid from CARES Act funds and services not related to COVID-19 mitigation will be paid from funds budgeted for the management vacancies.</p>	<p>\$351,650 CARES Act and General Fund</p>
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6 West 48th Street, 10th Floor
New York, NY 10036
T 212 812 4330 F 212 812 4335
www.rockpa.org

October 6, 2020

Mai Xi Lee
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Dear Mai Xi Lee,

It is a pleasure to inform you that the Social Emotional Learning (SEL) Fund, a sponsored project of Rockefeller Philanthropy Advisors, Inc. (RPA), has approved an SEL in Action: Equitable Design for Restart and Recovery grant in the amount of \$200,000 to Sacramento City Unified School District.

The following terms and conditions apply to this Grant Agreement:

1. Use of Grant Funds

- Funding obtained under this agreement may not be used for any purpose other than for the activities described in the SEL in Action: Equitable Design for Restart and Recovery grant application.
- The initial \$50,000 grant payment can support LEA planning efforts, such as consulting support or staff time for project management and planning; convening meetings with team members, technology; stakeholders or other partners; stipends, release time and/or travel expenses for team members, experts or partners; etc.
- Up to \$150,000 will be disbursed to the school district or LEA in or around February 2021 after grantees have participated in equitable design virtual sessions. These resources can be used by grantees to refine, implement, enhance, monitor progress and accelerate their reopening plans for the 2020-2021 school year, and ensure those plans respond to the SEL needs of students, families and educators.
- Grantee will not use any portion of the funds granted herein to carry on propaganda or otherwise to attempt to influence legislation, either by direct or grassroots lobbying, to make grants to individuals on a non-objective basis, for grant-writing, or for any non-charitable purpose.

2. Grant Period

- The grant will have duration of October 1, 2020 to June 30, 2022.

3. Grant Payment Schedule

- The payment of \$50,000 will be executed upon the return of a signed grant agreement.
- A second payment of \$150,000 will be made contingent on the completion of a required interim check-in following the provided equitable design virtual support sessions.

4. Reporting

Consistent with our intent to minimize the paperwork burden placed on grantees, NoVo and Education First will keep reporting requirements brief and high-level.

- Grantee will be asked to participate in an interim check-in after the initial planning phase to share their revised re-opening and recovery plans, showing how they plan to incorporate equitable design principles going forward.
- Grantee is required to participate in a final check-in with Education First and Rockefeller Philanthropy Advisors to share an implementation status report.



6 West 48th Street, 10th Floor
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T 212 812 4330 F 212 812 4335
www.rockpa.org

- Required check-ins will occur on or before the following dates:

Type of Report	Due Date
Planning Phase Status Check-in	February 28, 2021
Final Status Check-in	July 31, 2022

- Grantee agrees that it will permit the SEL Innovation Fund and/or its authorized representatives to monitor and evaluate the project funded by this grant through communications, including site visits, and the review of records, as appropriate.

5. Grantee Tax-Exempt Status

- As a condition to the receipt of the grant funds announced in the Award Letter, the undersigned organization certifies that it is a charitable or government entity in accordance with the U.S. Department of the Treasury, Internal Revenue Service Code.

6. Termination of Grant

- If Grantee fails to follow any of the terms and conditions of this Grant, RPA will terminate this agreement and further, Grantee shall refund any unexpended funds to Grantor and will not be entitled to any further Grant funds.

Sincerely,

DocuSigned by:
Jane Levikow
E3F63D691B66461...

Jane Levikow

Vice President, Sponsored Projects & Funds
Rockefeller Philanthropy Advisors

CERTIFICATION:

Accepted and Agreed by the following individual, certified to be a responsible officer of the named grantee organization.

Rose Ramos

NAME (*Print*)

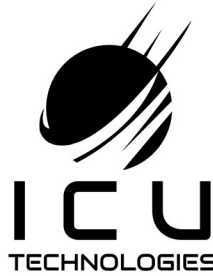
TITLE

SIGNATURE

DATE

Grant Award Notification

GRANTEE NAME AND ADDRESS Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870				CDE GRANT NUMBER				
				FY	PCA	Vendor Number	Suffix	
				2020	25366	67439	00	
Attention Jorge Aguilar, Superintendent				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY	
Program Office Accounting Office, Grant Funds				Resource Code		Revenue Object Code		34
Telephone 916-643-9000				7085		8590		INDEX
Name of Grant Program Learning Communities for School Success Program: Cohort 4							0615	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total		Amend. No.	Award Starting Date	Award Ending Date	
	\$1,554,510		\$1,554,510			07/01/2020	06/30/2023	
CFDA Number	Federal Grant Number	Federal Grant Name				Federal Agency		
<p>I am pleased to inform you that you have been funded for the Learning Communities for School Success Program, Cohort 4.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <div style="text-align: center;"> <p>Cindy Rose, Associate Governmental Program Analyst Career and College Transition Division California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p> </div> <div style="text-align: right; margin-top: 20px;"> <p>RECEIVED</p> <p>OCT 27 2020</p> <p><small>OFFICE OF THE SUPERINTENDENT Sacramento City Unified School District</small></p> </div>								
California Department of Education Contact Pete Callas					Job Title Education Administrator I			
E-mail Address LCSSP@cde.ca.gov					Telephone 916-319-0669			
Signature of the State Superintendent of Public Instruction or Designee 					Date October 21, 2020			
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS								
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>								
Printed Name of Authorized Agent					Title			
E-mail Address					Telephone			
Signature 					Date			



TO: Mikhael Florez
 Supervisor Electronics / Locksmiths
 Sacramento City Unified School
 District
 (916)395-3970
 Mikhael-florez@scusd.edu

Project: Sacramento City USD – South Area Elementary Schools Door Hardware & Installation

Dear Mr. Florez,

As requested, we are submitting this proposal to provide and install classroom functionality locks, storeroom functionality locks, associated cylinders and housings and door closers.

ICU Technologies, Inc will provide and install the door hardware detailed within this proposal at the schools detailed within this proposal and will test for proper operational functionality. Additionally, using the Betco Quat Stat 5 disinfectant, we will sanitize all surfaces that our team touches while performing the hardware installation.

Scope of Work:

ICU Technologies will provide and install the following classroom and storeroom locksets (including housing and cylinders), and door closers:

School Name	ND-95 RHO 626 Classroom Lock (Qty)	ND-96 RHO 626 Storeroom Lock (Qty)	ND-66 RHO 626 Storeroom Lock (Qty)	CD-99 Panic Bar (Qty)	LCN – 4040 Door Closer (Qty)
Bowling Green Chacon	20	0	0	0	0
Bowling Green McCoy	39	2	1	6	14
Camelia Basic	42	1	0	16	0
Capitol Collegiate	40	2	0	10	26
Cesar Chavez	21	1	0	0	0
Edward Kemble	55	2	0	6	7
Elder Creek	45	1	0	5	8

School Name	ND-95 Classroom Lock (Qty)	ND – 96 Storeroom Lock (Qty)	ND – 96 Storeroom Lock (Qty)	CD-99 Panic Bar (Qty)	LCN – 4040 Door Closer (Qty)
Ethel Baker	61	1	0	4	34
H.W. Harkness	43	3	0	5	17
John Bidwell	27	2	0	8	7
John D. Sloat	28	2	0	2	1
John Morse	7	0	2	0	7
Nicholas Elementary	39	4	0	6	2
Pacific Elementary	70	2	2	16	21
Parkway Elementary	35	1	0	6	0
Peter Burnett	36	1	0	0	6
Success Academy	39	2	0	0	19
Susan B. Anthony	41	1	0	4	0
Woodbine Elementary	36	1	0	7	0
John Still Elementary	49	5	2	26	84
Total	773	34	7	127	253

There are 316 existing Sargent panic bars deployed at many of the District's campuses, with 57 of the 316 belonging to the South Area Elementary Schools. Already included in the quantities above and in the pricing, the following quantities of Von Duprin 99 Series Panic Bars will be provided and installed to replace the same quantities of existing Sargent panic bars.

School	Von Duprin CD-99-NL-06-RHR-626 3' Qty
Camelia Basic	8
Nicholas Elementary	6
Pacific Elementary	16
Bowling Green McCoy	2
Woodbine Elementary	7
H.W. Harkness	2
Parkway Elementary	6
Capitol Collegiate	10
Total	57

ICU's detailed quotes and breakouts to provide and install the door hardware, including the Sargent panic bar replacements as detailed in this document begin on page 5. The following tables represents the cost for each school and the project total (all schools combined).

School Name	Equipment & Installation Price	Estimate Number
Bowling Green Chacon	\$29,251.47	1331
Bowling Green McCoy	\$73,431.21	1310
Camelia Basic	\$87,137.52	1317
Capitol Collegiate	\$88,085.43	1318
Cesar Chavez	\$32,535.04	1330
Edward Kemble	\$82,349.40	1321
Elder Creek	\$70,138.83	1322
Ethel Baker	\$101,223.60	1332
H.W. Harkness	\$75,599.59	1319
John Bidwell	\$59,671.49	1334
John D. Sloat	\$41,297.29	1323
John Morse	\$22,643.54	1320
Nicholas Elementary	\$64,830.10	1324
Pacific Elementary	\$130,173.14	1333
Parkway Elementary	\$58,121.51	1325
Peter Burnett	\$49,433.46	1335
Success Academy	\$61,456.68	1326
Susan B. Anthony	\$59,406.05	1327
Woodbine Elementary	\$60,556.10	1328
John Still Elementary	\$159,301.01	1329
Total	\$1,406,642.46	

Invoicing / Payment Terms:

ICU Technologies, Inc. will invoice at certain project milestones, including but not limited to the following:

- Delivery of Equipment
- Completion of Installation
- Bi-weekly and Monthly Progress Invoices

Invoices are due upon receipt of invoice. If payments are not received within 30 days, services may be suspended and ICU Technologies, Inc will not be held responsible for any damages due to delays from such suspension.

Special requirements:

ICU Technologies, Inc will require the following to be provided by Sacramento Unified School District:

- Access to each of the schools to be surveyed.
- At minimum, issuance of two sets of keys to access the schools and open all school doors.
- District provided escort, if required.



1382 Blue Oaks Blvd, Suite 110
 Roseville, CA 95678
 www.icu-techinc.com

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

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1331
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 Bowling Green Chacon Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	20	618.03	12,360.60T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	40	114.21	4,568.40T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	15	123.12	1,846.80T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	15	115.02	1,725.30T
246 36	SCH 20-057 C 626 RIM CYL-Open Keyway SCH 20-057 C 626 RIM CYL-Open Keyway	15	115.02	1,725.30T
	SCH 35-053-468 C KEYWAY KEY BLANKS SCH 35-053-468 C KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
	VND 050115 28 CD KIT 99 VND 050115 28 CD KIT 99 Dogging Kit	4	46.92	187.68T
246 36	GSA Discount on Product	23,672.08	-0.15	-3,550.81T
246 1000	ICU-TECH1 Installation of door hardware	50	115.70	5,785.00
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	6	146.85	881.10
				Subtotal: 27,036.57
	GSA-IFF Industrial Funding Fees	27,036.57	0.007556	204.29
N/A	ICU-SHIPPING Freight to customer location	1	250.00	250.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	27,490.86
TAX	1,760.61

TOTAL	\$29,251.47

Accepted By

Accepted Date



1382 Blue Oaks Blvd, Suite 110
 Roseville, CA 95678
 www.icu-techinc.com

ADDRESS	SHIP TO	ESTIMATE	1310
Sacramento City Unified School District	Sacramento City Unified School District	DATE	09/28/2020
5735 47th Ave	Sacramento City Unified Warehouse	EXPIRATION	11/27/2020
Sacramento, CA 95824	Attn: Jason Holland (District Lock Project)	DATE	
United States	3051 Redding Ave.		
	Sacramento, CA 95820		
	United States		

PROJECT NAME	GSA ESTIMATE
Bowling Green McCoy	Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	39	618.03	24,103.17T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	2	527.31	1,054.62T
	ND66PD RHO 626 Schlage ND66PD Lockset	1	607.80	607.80T
246 36	SCH 20-765 626 E KEYWAY CYL SCH 20-765 626 E KEYWAY CYL	82	114.21	9,365.22T
246 36	SCH 20-740 626 E KEYWAY CORE SCH 20-740 626 E KEYWAY CORE	23	123.12	2,831.76T
	20-057 E 626 RIM CYL-Open Keyway SCH 20-057 E 626 RIM CYL-Open Keyway	21	115.02	2,415.42T
246 36	SCH 26-091 626 E KEYWAY CYL SCH 26-091 626 E KEYWAY CYL	21	115.02	2,415.42T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	6	1,431.27	8,587.62T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	14	414.72	5,806.08T
	VND 050115 28 CD KIT 99 VND 050115 28 CD KIT 99 Dogging Kit	4	46.92	187.68T
246 36	SCH 35-053-468 E KEYWAY KEY SCH 35-053-468 E KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	58,632.79	-0.15	-8,794.92T
246 1000	ICU-TECH1 Installation of door hardware	135	115.70	15,619.50
246 1000	ICU-TECH2	2	124.60	249.20

Door Hardware Installation QA Inspection

246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	16	146.85	2,349.60
				Subtotal: 68,056.17
	GSA-IFF Industrial Funding Fees	68,056.17	0.007556	514.23
N/A	ICU-SHIPPING Freight to customer location	1	500.00	500.00

Estimate Notes:
1. Email orders@icu-techinc.com

SUBTOTAL	69,070.40
TAX	4,360.81
TOTAL	\$73,431.21

Accepted By

Accepted Date



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 Roseville, CA 95678
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ADDRESS
 Sacramento City Unified School District
 5735 47th Ave
 Sacramento, CA 95824
 United States

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1317
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 Camelia Basic Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	42	618.03	25,957.26T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 E KEYWAY CYL SCH 20-765 626 E KEYWAY CYL	84	114.21	9,593.64T
246 36	SCH 20-740 626 E KEYWAY CORE SCH 20-740 626 E KEYWAY CORE	32	123.12	3,939.84T
	20-057 E 626 RIM CYL-Open Keyway SCH 20-057 E 626 RIM CYL-Open Keyway	31	115.02	3,565.62T
246 36	SCH 26-091 626 E KEYWAY CYL SCH 26-091 626 E KEYWAY CYL	31	115.02	3,565.62T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	16	1,431.27	22,900.32T
246 36	SCH 35-053-468 E KEYWAY KEY SCH 35-053-468 E KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	71,307.61	-0.15	-10,696.14T
246 1000	ICU-TECH1 Installation of door hardware	150	115.70	17,355.00
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	16	146.85	2,349.60
				Subtotal: 80,565.27
	GSA-IFF Industrial Funding Fees	80,565.27	0.007556	608.75

N/A	ICU-SHIPPING Freight to customer location	1	660.00	660.00
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Estimate Notes:
1. Email orders@icu-techinc.com

SUBTOTAL	81,834.02
TAX	5,303.50
TOTAL	\$87,137.52

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 5735 47th Ave
 Sacramento, CA 95824
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SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1318
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 Capitol Collegiate Academy Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	40	618.03	24,721.20T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	2	527.31	1,054.62T
246 36	SCH 20-765 626 E KEYWAY CYL SCH 20-765 626 E KEYWAY CYL	80	114.21	9,136.80T
246 36	SCH 20-740 626 E KEYWAY CORE SCH 20-740 626 E KEYWAY CORE	27	123.12	3,324.24T
	20-057 E 626 RIM CYL-Open Keyway SCH 20-057 E 626 RIM CYL-Open Keyway	25	115.02	2,875.50T
246 36	SCH 26-091 626 E KEYWAY CYL SCH 26-091 626 E KEYWAY CYL	25	115.02	2,875.50T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	10	1,431.27	14,312.70T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	26	414.72	10,782.72T
	VND 050115 28 CD KIT 99 VND 050115 28 CD KIT 99 Dogging Kit	2	46.92	93.84T
246 36	SCH 35-053-468 E KEYWAY KEY SCH 35-053-468 E KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	70,435.12	-0.15	-10,565.27T
246 1000	ICU-TECH1 Installation of door hardware	167	115.70	19,321.90
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM	16	146.85	2,349.60

Manage and set schedule, coordinate with others, communicate system status.

				Subtotal: 81,790.55
	GSA-IFF Industrial Funding Fees	60,384.61	0.007556	456.27
N/A	ICU-SHIPPING Freight to customer location	1	600.00	600.00

Estimate Notes:
1. Email orders@icu-techinc.com

SUBTOTAL	82,846.82
TAX	5,238.61
<hr/>	
TOTAL	\$88,085.43

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Accepted Date



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ADDRESS
 Sacramento City Unified School District
 5735 47th Ave
 Sacramento, CA 95824
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SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1330
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 Cesar E. Chavez Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	21	618.03	12,978.63T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	42	114.21	4,796.82T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	16	123.12	1,969.92T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	15	115.02	1,725.30T
246 36	SCH 20-057 C 626 RIM CYL-Open Keyway SCH 20-057 C 626 RIM CYL-Open Keyway	15	115.02	1,725.30T
	SCH 35-053-468 C KEYWAY KEY BLANKS SCH 35-053-468 C KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
	VND 050115 28 CD KIT 99 VND 050115 28 CD KIT 99 Dogging Kit	10	46.92	469.20T
246 36	GSA Discount on Product	25,450.48	-0.15	-3,817.57T
246 1000	ICU-TECH1 Installation of door hardware	61	115.70	7,057.70
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	8	146.85	1,174.80
				Subtotal: 30,114.61
	GSA-IFF Industrial Funding Fees	30,114.61	0.007556	227.55

N/A	ICU-SHIPPING Freight to customer location	1	300.00	300.00
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Estimate Notes:
1. Email orders@icu-techinc.com

SUBTOTAL	30,642.16
TAX	1,892.88
TOTAL	\$32,535.04

Accepted By

Accepted Date



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 www.icu-techinc.com

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

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1321
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Edward Kemble
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	55	618.03	33,991.65T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	2	527.31	1,054.62T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	110	114.21	12,563.10T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	23	123.12	2,831.76T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	21	115.02	2,415.42T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	21	115.02	2,415.42T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	6	1,431.27	8,587.62T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	7	414.72	2,903.04T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	68,020.63	-0.15	-10,203.09T
246 1000	ICU-TECH1 Installation of door hardware	135	115.70	15,619.50
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	16	146.85	2,349.60

Subtotal:

				76,035.84
	GSA-IFF	76,035.84	0.007556	574.53
	Industrial Funding Fees			
N/A	ICU-SHIPPING	1	680.00	680.00
	Freight to customer location			

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	77,290.37
TAX	5,059.03
TOTAL	\$82,349.40

Accepted By

Accepted Date



1382 Blue Oaks Blvd, Suite 110
 Roseville, CA 95678
 www.icu-techinc.com

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

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1322
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Elder Creek
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	45	618.03	27,811.35T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	90	114.21	10,278.90T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	21	123.12	2,585.52T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	20	115.02	2,300.40T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	20	115.02	2,300.40T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	5	1,431.27	7,156.35T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	8	414.72	3,317.76T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	57,535.99	-0.15	-8,630.40T
246 1000	ICU-TECH1 Installation of door hardware	115	115.70	13,305.50
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	16	146.85	2,349.60

Subtotal:

				64,809.89
	GSA-IFF	64,809.89	0.007556	489.70
	Industrial Funding Fees			
N/A	ICU-SHIPPING	1	560.00	560.00
	Freight to customer location			

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	65,859.59
TAX	4,279.24
TOTAL	\$70,138.83

Accepted By

Accepted Date



1382 Blue Oaks Blvd, Suite 110
 Roseville, CA 95678
 www.icu-techinc.com

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

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1332
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Ethel Baker
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	61	618.03	37,699.83T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	122	114.21	13,933.62T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	20	123.12	2,462.40T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	19	115.02	2,185.38T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	19	115.02	2,185.38T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	4	1,431.27	5,725.08T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	34	414.72	14,100.48T
	SCH 35-053-468 C KEYWAY KEY BLANKS SCH 35-053-468 C KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
	VND 050115 28 CD KIT 99 VND 050115 28 CD KIT 99 Dogging Kit	3	46.92	140.76T
246 36	GSA Discount on Product	80,218.24	-0.15	-12,032.74T
246 1000	ICU-TECH1 Installation of door hardware	191	115.70	22,098.70
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	5	124.60	623.00
246 1000	ICU-PM	18	146.85	2,643.30

Manage and set schedule, coordinate with others, communicate system status.

				Subtotal: 93,550.50
	GSA-IFF Industrial Funding Fees	93,550.50	0.007556	706.87
N/A	ICU-SHIPPING Freight to customer location	1	1,000.00	1,000.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	95,257.37
TAX	5,966.23
TOTAL	\$101,223.60

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 Sacramento City Unified School District
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 Attn: Jason Holland (District Lock Project)
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 Sacramento, CA 95820
 United States

ESTIMATE 1319
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME H.W. Harkness
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	43	618.03	26,575.29T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	3	527.31	1,581.93T
246 36	SCH 20-765 626 E KEYWAY CYL SCH 20-765 626 E KEYWAY CYL	86	114.21	9,822.06T
246 36	SCH 20-740 626 E KEYWAY CORE SCH 20-740 626 E KEYWAY CORE	23	123.12	2,831.76T
	20-057 E 626 RIM CYL-Open Keyway SCH 20-057 E 626 RIM CYL-Open Keyway	20	115.02	2,300.40T
246 36	SCH 26-091 626 E KEYWAY CYL SCH 26-091 626 E KEYWAY CYL	20	115.02	2,300.40T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	5	1,431.27	7,156.35T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	17	414.72	7,050.24T
246 36	SCH 35-053-468 E KEYWAY KEY SCH 35-053-468 E KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	60,876.43	-0.15	-9,131.46T
246 1000	ICU-TECH1 Installation of door hardware	135	115.70	15,619.50
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	16	146.85	2,349.60

Subtotal:

				69,963.27
	GSA-IFF			
	Industrial Funding Fees	69,963.27	0.007556	528.64
N/A	ICU-SHIPPING			
	Freight to customer location	1	580.00	580.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	71,071.91
TAX	4,527.68
TOTAL	\$75,599.59

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 Sacramento, CA 95820
 United States

ESTIMATE 1334
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 John Bidwell Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	27	618.03	16,686.81T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	2	527.31	1,054.62T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	54	114.21	6,167.34T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	25	123.12	3,078.00T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	23	115.02	2,645.46T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	23	115.02	2,645.46T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	8	1,431.27	11,450.16T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	7	414.72	2,903.04T
	SCH 35-053-468 C145 Key Blanks SCH 35-053-468 C145 Key Blanks	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	47,888.89	-0.15	-7,183.33T
246 1000	ICU-TECH1 Installation of door hardware	108	115.70	12,495.60
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	12	146.85	1,762.20

Subtotal:

				55,212.56
	GSA-IFF Industrial Funding Fees	55,212.56	0.007556	417.19
N/A	ICU-SHIPPING Freight to customer location		1 480.00	480.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	56,109.75
TAX	3,561.74
TOTAL	\$59,671.49

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 Attn: Jason Holland (District Lock Project)
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 Sacramento, CA 95820
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ESTIMATE 1323
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 John D. Sloat Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	28	618.03	17,304.84T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	2	527.31	1,054.62T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	56	114.21	6,395.76T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	19	123.12	2,339.28T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	17	115.02	1,955.34T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	17	115.02	1,955.34T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	2	1,431.27	2,862.54T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	1	414.72	414.72T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	35,540.44	-0.15	-5,331.07T
246 1000	ICU-TECH1 Installation of door hardware	55	115.70	6,363.50
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	8	146.85	1,174.80

Subtotal:

				37,996.87
	GSA-IFF			
	Industrial Funding Fees	37,996.87	0.007556	287.10
N/A	ICU-SHIPPING			
	Freight to customer location	1	370.00	370.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	38,653.97
TAX	2,643.32
TOTAL	\$41,297.29

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 Sacramento, CA 95820
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ESTIMATE 1320
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 John Morse Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	7	618.03	4,326.21T
	ND66PD RHO 626 Schlage ND66PD Lockset	2	607.80	1,215.60T
246 36	SCH 20-765 626 E KEYWAY CYL SCH 20-765 626 E KEYWAY CYL	18	114.21	2,055.78T
	20-057 E 626 RIM CYL-Open Keyway SCH 20-057 E 626 RIM CYL-Open Keyway	15	115.02	1,725.30T
246 36	SCH 26-091 626 E KEYWAY CYL SCH 26-091 626 E KEYWAY CYL	15	115.02	1,725.30T
246 36	SCH 20-740 626 E KEYWAY CORE SCH 20-740 626 E KEYWAY CORE	15	123.12	1,846.80T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	7	414.72	2,903.04T
246 36	SCH 35-053-468 E KEYWAY KEY SCH 35-053-468 E KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	17,056.03	-0.15	-2,558.40T
246 1000	ICU-TECH1 Installation of door hardware	47	115.70	5,437.90
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	6	146.85	881.10
				Subtotal: 21,065.83
	GSA-IFF	21,065.83	0.007556	159.17

Industrial Funding Fees

N/A	ICU-SHIPPING Freight to customer location	1	150.00	150.00
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Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	21,375.00
TAX	1,268.54
<hr/>	
TOTAL	\$22,643.54

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 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
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 Sacramento, CA 95820
 United States

ESTIMATE 1324
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Nicholas Elementary
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	39	618.03	24,103.17T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	4	527.31	2,109.24T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	78	114.21	8,908.38T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	25	123.12	3,078.00T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	21	115.02	2,415.42T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	21	115.02	2,415.42T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	6	1,431.27	8,587.62T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	2	414.72	829.44T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	53,704.69	-0.15	-8,055.70T
246 1000	ICU-TECH1 Installation of door hardware	105	115.70	12,148.50
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	12	146.85	1,762.20

Subtotal:

				59,808.89
	GSA-IFF Industrial Funding Fees	59,808.89	0.007556	451.92
N/A	ICU-SHIPPING Freight to customer location	1	575.00	575.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	60,835.81
TAX	3,994.29
TOTAL	\$64,830.10

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 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1333
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Pacific Elementary
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	70	618.03	43,262.10T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	2	527.31	1,054.62T
	ND66PD RHO 626 Schlage ND66PD Lockset	2	607.80	1,215.60T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	144	114.21	16,446.24T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	33	123.12	4,062.96T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	31	115.02	3,565.62T
246 36	SCH 20-057 C 626 RIM CYL-Restricted Keyway SCH 20-057 C 626 RIM CYL-Restricted Keyway	31	129.20	4,005.20T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	16	1,431.27	22,900.32T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	21	414.72	8,709.12T
	SCH 35-053-468 C KEYWAY KEY BLANKS SCH 35-053-468 C KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	106,479.78	-0.15	-15,971.97T
246 1000	ICU-TECH1 Installation of door hardware	229	115.70	26,495.30
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	6	124.60	747.60

246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	18	146.85	2,643.30
				Subtotal: 120,394.01
	GSA-IFF Industrial Funding Fees	120,394.01	0.007556	909.70
N/A	ICU-SHIPPING Freight to customer location	1	950.00	950.00

Estimate Notes:
1. Email orders@icu-techinc.com

SUBTOTAL	122,253.71
TAX	7,919.43
TOTAL	\$130,173.14

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 Attn: Jason Holland (District Lock Project)
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 Sacramento, CA 95820
 United States

ESTIMATE 1325
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 Parkway Elementary Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	35	618.03	21,631.05T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	70	114.21	7,994.70T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	22	123.12	2,708.64T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	21	115.02	2,415.42T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	21	115.02	2,415.42T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	6	1,431.27	8,587.62T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	47,538.16	-0.15	-7,130.72T
246 1000	ICU-TECH1 Installation of door hardware	100	115.70	11,570.00
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	10	146.85	1,468.50
				Subtotal: 53,695.14
	GSA-IFF Industrial Funding Fees	53,695.14	0.007556	405.72

N/A	ICU-SHIPPING Freight to customer location	1	485.00	485.00
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Estimate Notes:
1. Email orders@icu-techinc.com

SUBTOTAL	54,585.86
TAX	3,535.65
TOTAL	\$58,121.51

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 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1335
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Peter Burnett
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	36	618.03	22,249.08T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	72	114.21	8,223.12T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	16	123.12	1,969.92T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	15	115.02	1,725.30T
246 36	SCH 20-057 C 626 RIM CYL-Open Keyway SCH 20-057 C 626 RIM CYL-Open Keyway	15	115.02	1,725.30T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	6	414.72	2,488.32T
	SCH 35-053-468 C145 Key Blanks SCH 35-053-468 C145 Key Blanks	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	40,166.35	-0.15	-6,024.95T
246 1000	ICU-TECH1 Installation of door hardware	87	115.70	10,065.90
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	8	146.85	1,174.80
				Subtotal: 45,631.30
	GSA-IFF	45,631.30	0.007556	344.79

Industrial Funding Fees

N/A

ICU-SHIPPING
Freight to customer location

1

470.00

470.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL

46,446.09

TAX

2,987.37

TOTAL

\$49,433.46

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SHIP TO
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 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1326
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 Success Academy (Mark Hopkins) Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	39	618.03	24,103.17T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	2	527.31	1,054.62T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	78	114.21	8,908.38T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	17	123.12	2,093.04T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	15	115.02	1,725.30T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	15	115.02	1,725.30T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	19	414.72	7,879.68T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	48,747.49	-0.15	-7,312.12T
246 1000	ICU-TECH1 Installation of door hardware	115	115.70	13,305.50
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	12	146.85	1,762.20
				Subtotal: 56,752.27
	GSA-IFF	56,752.27	0.007556	428.82

Industrial Funding Fees

N/A	ICU-SHIPPING Freight to customer location	1	650.00	650.00
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Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL	57,831.09
TAX	3,625.59
<hr/>	
TOTAL	\$61,456.68

Accepted By

Accepted Date



1382 Blue Oaks Blvd, Suite 110
 Roseville, CA 95678
 www.icu-techinc.com

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

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1327
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Susan B. Anthony
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	41	618.03	25,339.23T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	82	114.21	9,365.22T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	20	123.12	2,462.40T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	19	115.02	2,185.38T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	19	115.02	2,185.38T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	4	1,431.27	5,725.08T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
	VND 050115 28 CD KIT 99 VND 050115 28 CD KIT 99 Dogging Kit	2	46.92	93.84T
246 36	GSA Discount on Product	49,141.84	-0.15	-7,371.28T
246 1000	ICU-TECH1 Installation of door hardware	98	115.70	11,338.60
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	10	146.85	1,468.50

Subtotal:
 54,826.86

GSA-IFF
Industrial Funding Fees

54,826.86 0.007556 414.27

N/A

ICU-SHIPPING
Freight to customer location

1 510.00 510.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL 55,751.13

TAX 3,654.92

TOTAL **\$59,406.05**

Accepted By

Accepted Date



1382 Blue Oaks Blvd, Suite 110
 Roseville, CA 95678
 www.icu-techinc.com

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

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1328
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME Woodbine
 GSA ESTIMATE Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	36	618.03	22,249.08T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	1	527.31	527.31T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	72	114.21	8,223.12T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	23	123.12	2,831.76T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	22	115.02	2,530.44T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	22	115.02	2,530.44T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	7	1,431.27	10,018.89T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
	VND 050115 28 CD KIT 99 VND 050115 28 CD KIT 99 Dogging Kit	2	46.92	93.84T
246 36	GSA Discount on Product	50,262.88	-0.15	-7,539.43T
246 1000	ICU-TECH1 Installation of door hardware	99	115.70	11,454.30
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	2	124.60	249.20
246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	10	146.85	1,468.50

Subtotal:
55,895.45

GSA-IFF
Industrial Funding Fees

55,895.45 0.007556 422.35

N/A

ICU-SHIPPING
Freight to customer location

1 500.00 500.00

Estimate Notes:
1. Email orders@jcu-techinc.com

SUBTOTAL 56,817.80

TAX 3,738.30

TOTAL **\$60,556.10**

Accepted By

Accepted Date



1382 Blue Oaks Blvd, Suite 110
 Roseville, CA 95678
 www.icu-techinc.com

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

SHIP TO
 Sacramento City Unified School District
 Sacramento City Unified Warehouse
 Attn: Jason Holland (District Lock Project)
 3051 Redding Ave.
 Sacramento, CA 95820
 United States

ESTIMATE 1329
 DATE 09/28/2020
 EXPIRATION 11/27/2020
 DATE

PROJECT NAME GSA ESTIMATE
 John Still Contract Number 47QSWA18D003K

SIN	ITEM	QTY	PRICE	AMOUNT
246 36	SCH ND95PD RHO 626 SCH ND95PD RHO 626	49	618.03	30,283.47T
246 36	SCH ND96PD RHO 626 SCH ND96PD RHO 626	5	527.31	2,636.55T
	ND66PD RHO 626 Schlage ND66PD Lockset	2	607.80	1,215.60T
246 36	SCH 20-765 626 F KEYWAY CYL SCH 20-765 626 F KEYWAY CYL	102	114.21	11,649.42T
246 36	SCH 20-740 626 F KEYWAY CORE SCH 20-740 626 F KEYWAY CORE	46	123.12	5,663.52T
	SCH 20-057 F 626 RIM CYL-Open Keyway SCH 20-057 F 626 RIM CYL-Open Keyway	41	115.02	4,715.82T
246 36	SCH 26-091 626 F KEYWAY CYL SCH 26-091 626 F KEYWAY CYL	41	115.02	4,715.82T
246 36	VND CD99NL 06 626 3' VND CD99NL 06 626 3' Exit Device	26	1,431.27	37,213.02T
246 36	LCN 4040XP RW/PA 689 TBSRT LCN 4040XP RW/PA; regular arm with parallel arm bracket. LCN's most durable heavy duty closer designed for the most demanding, high use and abuse applications.	84	414.72	34,836.48T
246 36	SCH 35-053-468 F KEYWAY KEY SCH 35-053-468 F KEYWAY KEY BLANKS	165	6.80	1,122.00T
246 36	SCH 35-053-468 J KEYWAY KEY SCH 35-053-468 J KEYWAY KEY BLANKS	20	6.80	136.00T
246 36	GSA Discount on Product	134,187.70	-0.15	-20,128.16T
246 1000	ICU-TECH1 Installation of door hardware	249	115.70	28,809.30
246 1000	ICU-TECH2 Door Hardware Installation QA Inspection	6	124.60	747.60

246 1000	ICU-PM Manage and set schedule, coordinate with others, communicate system status.	20	146.85	2,937.00
				Subtotal: 146,553.44
	GSA-IFF Industrial Funding Fees	146,553.4 4	0.007556	1,107.36
N/A	ICU-SHIPPING Freight to customer location	1	1,660.00	1,660.00

Estimate Notes:
1. Email orders@icu-techinc.com

SUBTOTAL	149,320.80
TAX	9,980.21
TOTAL	\$159,301.01

Accepted By

Accepted Date



1164 National Drive

Sacramento CA 95834 Phone: 916-296-6233 Fax: 916-419-7895

QUOTATION

SOLD TO:

Anthony Lea
Sacramento City USD
6879 14th Ave.

Sacramento CA 95820
916-317-9480

SHIP TO:

Anthony Lea- Burbank High
Sacramento City USD
3500 Florin Road

Sacramento CA 95823
916-317-9480

Project: Central Kitchen

Line #	Qty	Part Number	Part Description	Sell \$	Ext Sell \$
FQO / QUOTE # DATE CUSTOMER PO NO CUSTOMER NO SALESPERSON 11/13/2020 Anthony Lea- Burbank H Mike Swanson					
1	1		FIRST FLOOR Office Furniture per the attached drawings and specifications.	\$97,900.10	\$97,900.10
			<i>Tag For:</i> BURBANK HS OFFICE FURNITURE FIRST FLOOR		
2	1		SECOND FLOOR Science Furniture per the attached drawings and specifications.	\$201,663.60	\$201,663.60
			<i>Tag For:</i> BURBANK HS SCIENCE FURNITURE SECOND FLOOR		
3	1		Complete Set in Place installation of First Floor Office Furniture	\$9,882.35	\$9,882.35
			<i>Tag For:</i> Y-First Floor Labor		
4	1		Complete Set in Place installation of Second Floor Science Furniture	\$26,235.29	\$26,235.29
			<i>Tag For:</i> Z-Second Floor Labor		
Total Sell:				\$335,681.34	

Special Instructions

Return Policy: Furniture is sourced specifically for the customer and is non-returnable. Damaged or Defective items will be repaired or replaced in keeping with the manufacturer warranties in place at time of order.

This quote is valid for 30 days unless otherwise noted. Applicable Sales Tax will be added at time of invoicing.

Additional Instructions

Pricing is based on Sourcewell Contract #121919 per the attached.

Sales Tax 8.75% \$26,211.82
Total w/Tax \$361,893.16

FQO / QUOTE #	DATE	CUSTOMER PO NO	CUSTOMER NO	SALESPERSON
	11/13/2020		Anthony Lea- Burbank F	Mike Swanson
<u>Line # Qty</u>	<u>Part Number</u>	<u>Part Description</u>		<u>Sell \$</u> <u>Ext Sell \$</u>

By signing this quote, the customer authorizes the procurement of the products and services contained herein.
This sale is subject to the Staples Workplace Studio Terms and Conditions attached.

ACCEPTED BY	TITLE	DATE	PO NUMBER	
				Total Sell: \$335,681.34

FQO / QUOTE #	DATE	CUSTOMER PO NO	CUSTOMER NO	SALESPERSON	
	11/13/2020		Anthony Lea- Burbank I	Mike Swanson	
Line #	Qty	Part Number	Part Description	Sell \$	Ext Sell \$

WORKPLACE STUDIO TERMS AND CONDITIONS

Staples Contract & Commercial, Inc., operating as Staples Business Advantage, a Delaware corporation, with its principal place of business at 500 Staples Drive, Framingham, MA 01702 (“Staples”), and the customer named in the quote to which these terms and conditions are attached, and its affiliates, subsidiaries and/or members (collectively “Customer”). In consideration of the following mutual promises, the parties agree as follows:

1) PRICES OF PRODUCTS AND SERVICES. Customer may purchase and Supplier shall provide the products (“Products”) and services (“Services”) at the prices set forth in Staples’ written quote. The purchase price of the Products does not include freight, handling, installation, insurance, sales or other taxes. Staples’ prices are subject to change pursuant to the provisions contained herein. Freight, handling and installation charges are invoiced separately.

2) DESIGN. All designs, plans, drawings, specifications, samples, and the contents therein regarding this sale shall remain the property of Staples, and may not be used, reproduced or distributed, in whole or in part without written permission from Staples.

3) SHIPPING. Staples shall not be responsible for delays or defaults caused by others or by circumstances beyond its control. Unless Customer has specified shipping instructions in writing herein or by a subsequent written notice, shipment and delivery will be made by the designated carrier and in the manner deemed best by Staples, including partial shipments.

4) RISK OF LOSS AND DAMAGE. Title and risk of loss or damage to the Product shall pass to Customer when the Product is delivered to Customer or Customer’s agent, whichever first occurs. Staples shall not be liable for any shipping damage, delay, default, loss or expense occurring during or attributable to transportation by any third party carrier.

5) DELIVERY AND INSTALLATION. If delivery and installation are part of this sale, the following provisions shall apply:

A. Conditions of Installation Site - It is Customer’s responsibility that the site be clean and free of debris prior to installation. In the event Staples’ personnel remove or assist in removing existing furniture or equipment at the job site, Customer shall pay Staples for this Service, as separately invoiced.

B. Installation Site Services - Electric current, heat, and elevator service will be furnished at Customer’s expense. Customer shall provide adequate facilities for docking, moving and handling of Products.

C. Special Packaging or Handling - If special packaging or handling not contained in this Agreement is required, Customer shall pay an extra charge as invoiced separately.

D. Delivery/Installation - Delivery and installation will be during normal business hours (8:00 AM to 5:00 PM local time Monday through Friday, except for Staples designated holidays). Customer shall pay additional labor costs resulting from overtime work performed at Customer’s request. Staples shall designate the personnel to install the Products sold herein. Customer shall be responsible for obtaining proper permits for the installation. If regulations in force at the time of installation require the use of tradesmen at the site other than Staples designated personnel, Customer shall pay for any additional costs incurred. If the Products must be moved due to progress of other trades, or other reason, the Customer agrees to pay the extra cost of moving.

E. Storage Space - Unless the Products arrive at the site earlier than the date requested, the Customer shall provide safe and adequate storage space at the Customer’s expense. If the space provided is inadequate or inconveniently located (such as on another floor) or requires excessive sorting or other additional expense, the Customer shall pay the associated cost or expense.

6) INSTALLATION DELAYS. In the event that construction delays or other causes not within Customer’s or Staples’ control force postponement of the installation as scheduled, Staples or the Customer shall store the Products until installation can be resumed, and the Products shall be considered accepted by the Customer for purposes of invoicing and payment. Customer shall pay all transfer and storage charges incurred.

7) COMPLETION OF INSTALLATION. Within a reasonable time after installation of the Product, authorized representatives of Staples and the Customer shall inspect the Product for conformity with the order and for defects and/or damages, and shall note all such mutually agreed upon items on an installation “Service Report”. Upon completion of the inspection, the representatives of Staples and Customer shall sign the Service Reports, which shall constitute the Customer acceptance of the Products installed, subject only to the contents of the Service Report.

8) CHANGE ORDER/CANCELLATION. Any order changes must be submitted in writing. Staples will use commercially reasonable efforts to accommodate Customer’s written change order request. All changes/cancellation requests shall be evaluated at the time of request by Staples and are subject to revised lead times and/or additional charges as applicable.

9) RETURNS POLICY. Custom or made to order Products, or Products sourced specifically for the customer are not eligible for return. Upon approval by Staples, “stocked” inventory Product may be returned subject to a restocking fee exclusive of freight and delivery. The returned Product must be in new and unused condition and returned in its original carton within 14 days from receipt date.

10) PAYMENT. Customer may be required to pay a deposit of 50% of the total purchase price of the Product ordered. Payment terms are net 30 days from the date of shipment and net 10 days on a consolidated billing method (e.g. weekly, monthly). For partial shipments, payment shall be due only for Products received. The remaining balance for any partial shipment shall be due within terms following installation of the Product. Staples may invoice Customer at any time following shipment of the Product. Customer shall pay the net amount shown on the face of the invoice. Credit cards shall not be accepted unless otherwise agreed by Staples. Staples reserves the right to charge interest on any past due amount at the rate of 1.5% per month, or the maximum rate legally permitted, whichever is less. Staples shall be entitled to recover its costs of collection, including reasonable attorneys’ fees.

11) TAXES. Staples may collect, and Customer shall pay, any taxes, which Staples may be required to pay or collect by law in connection with this sale. Any such taxes will be added to the price at time of invoicing and the Customer shall pay the same unless the Customer shall furnish written proof thereof of exemption to Staples prior to the estimated shipping date. The appropriate tax rate will be based on where the Product is received.

12) LIMITED WARRANTY. Staples warrants that it will pass through all manufacturers’ warranties to the Customer for Products sold to Customer in lieu of any other express or implied warranties from Staples. SUPPLIER EXPRESSLY DISCLAIMS ALL REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, NON-INFRINGEMENT, MERCHANTABILITY, FITNESS

FQO / QUOTE #	DATE	CUSTOMER PO NO	CUSTOMER NO	SALESPERSON
	11/13/2020		Anthony Lea- Burbank I	Mike Swanson
Line # Qty	Part Number	Part Description	Sell \$	Ext Sell \$

FOR A PARTICULAR USE OR PURPOSE, OR ANY OTHER STATUTORY OR COMMON LAW WARRANTY.

13) Termination. Either party shall have the right to terminate this Agreement, for any reason during the term, by giving the other party written notice no later than thirty (30) days prior to the effective date of termination. If either party materially breaches this Agreement, the non-breaching party must give the breaching party written notice of the breach and thirty (30) days to cure such breach. If the breach is not cured within thirty (30) days, this Agreement may be terminated by the non-breaching party. In the event of a termination by either party or upon cancellation or expiration of the Agreement, Customer agrees to promptly pay all amounts owed to Staples. Following termination, Staples reserves the right to withhold shipment of any and all Products until all past due invoices owed to Staples by Customer have been paid.

14) LIMITATION OF LIABILITY. Neither party shall be liable to the other for any special, indirect, incidental, consequential, or punitive damages of any kind even if advised of the possibility thereof. In no event shall Staples' liability (whether in contract, tort or otherwise) for damages arising out of, or relating to a breach of the above express warranty or the sales, delivery, installation, use or performance of the Product exceed the purchase price of the Product.

15) CONFIDENTIALITY. The parties agree not to disclose any confidential information furnished by the other party, except as required by law. For purposes hereof, such confidential information includes, but is not limited to, each party's customer lists, prices, purchasing patterns, and financial information provided by either party, whether or not marked or labeled as confidential. In the event a party believes it is required by subpoena or other legal process to disclose confidential information received from the other party, it will give prompt written notice to such other party prior to making any disclosures. In the event of any breach of this section, the parties agree that monetary damages may not be sufficient to remedy such breach and that the non-breaching party may suffer irreparable damages, and therefore, the parties agree that the non-breaching party will be entitled to equitable and injunctive relief.

16) Press Releases and Advertisements. Unless expressly required by applicable law, neither party shall, without the prior written consent of the other, issue press releases, marketing literature, public statements, or in any way engage in any other form of public disclosure relating to this Agreement.

17) SECURITY INTEREST. Staples reserves and Customer hereby grants to Staples a purchase money security interest in the Product and in the proceeds thereof to secure any payment due hereunder including subsequent invoices. In this connection, upon Staples request, Customer shall execute financing statements and other documents reasonably requested by Staples to protect Staples' security interest in the Product. Customer shall maintain the Product in good condition; keep the Product free from liens and encumbrances; and shall not use or permit use of the Product in a manner likely to damage it, nor remove or permit the removal of the Product from the installation location, nor permit the disassembly of the Product and shall permit inspection by Staples' representative at reasonable times. Customer shall procure and maintain fire, extended coverage, vandalism and malicious mischief insurance to the full insurable value of the Products, with loss payable to Staples as its interest may appear.

18) INDEMNIFICATION. Each party ("Indemnifying Party") agrees to and shall defend, hold harmless and indemnify the other, its officers, directors, employees, and agents ("Indemnified Party") from and against all third-party claims, damages, or causes of action arising out of or related to the Indemnifying Party's gross negligent acts or omissions or material breach of any representation, warranty, covenant or obligation under this Agreement. The Indemnified Party agrees to (a) notify the Indemnifying Party promptly in writing of such action, (b) give the Indemnifying Party sole control of the defense and settlement of such action and (c) provide the Indemnifying Party all reasonable information and assistance requested.

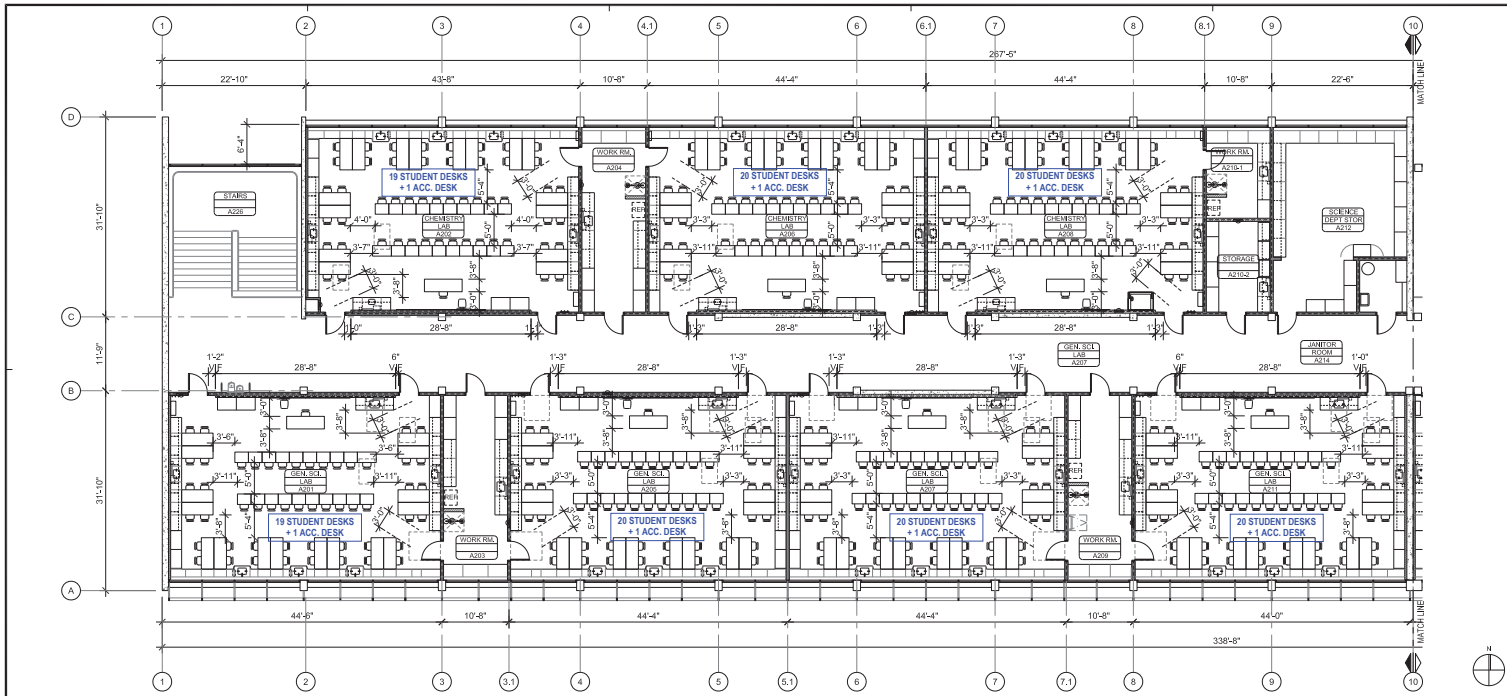
19) FORCE MAJEURE. Neither party shall be liable for any delay in or impairment of performance resulting in whole or in part from acts of God, labor disruptions, shortages, inability to procure product, supplies or raw materials, severe weather conditions, acts of subcontractors, interruption of utility services, acts of any unit of government or governmental agency, or any other circumstances or causes beyond the control of either party in the conduct of its business.

20) ASSIGNMENT. Neither party may assign this Agreement without the prior written consent of the other party, provided however that Staples may assign this Agreement to any affiliate, subsidiary or controlled entity. Any party who is assigned this Agreement is bound to all of the terms and conditions contained herein.

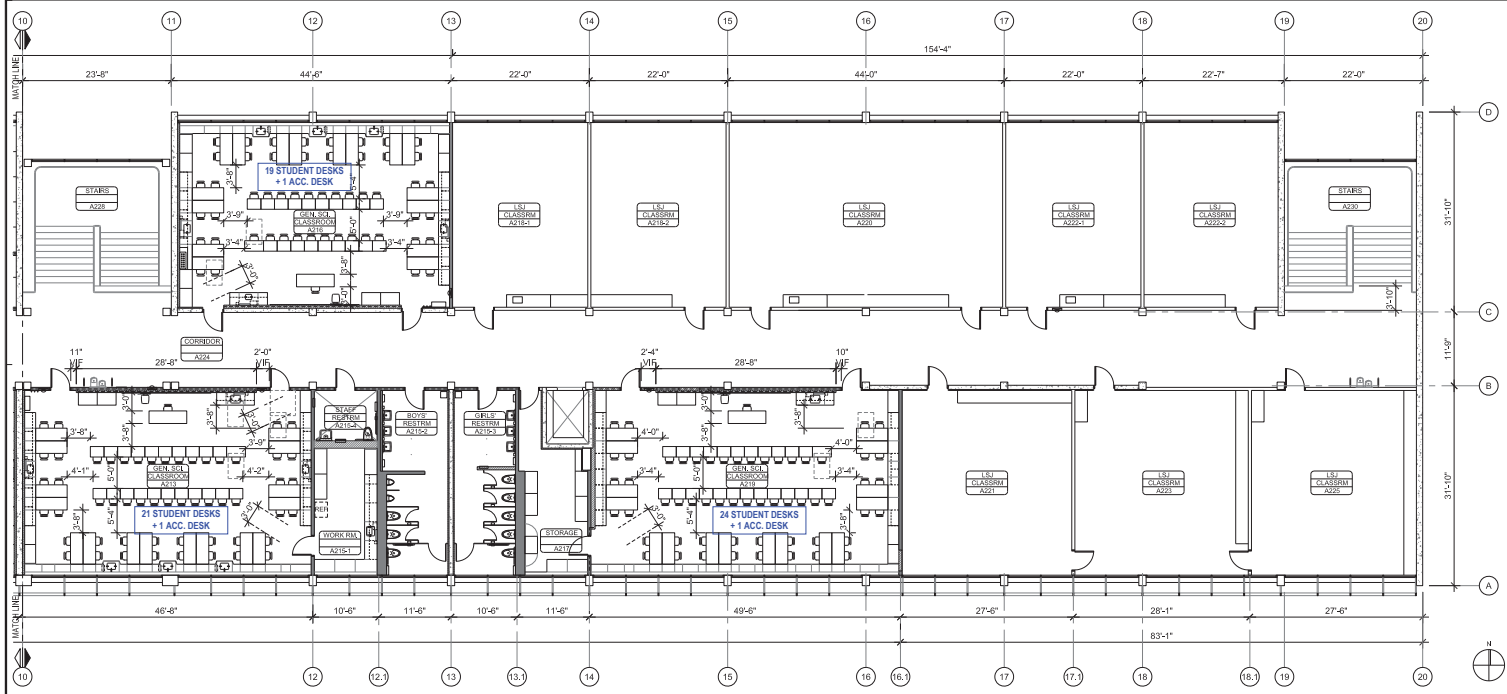
21) INSURANCE. Staples shall at its own expense procure and maintain: (i) commercial general liability insurance with limits of at least \$1,000,000 combined single limit per occurrence; (ii) if deliveries are to be made by Staples to any Customer facility, automobile bodily injury and property damage liability insurance covering owned, non-owned and hired automobiles, the limits of which shall not be less than \$1,000,000 combined single limit per occurrence; (iii) employer's liability insurance, the limits of which shall not be less than \$1,000,000; (iv) workers' compensation insurance as prescribed by applicable law; and (v) umbrella/excess coverage in the amount of \$4,000,000 per occurrence. With respect to the coverage described in (i), (ii), and (v) above, Staples shall (a) name Customer as an additional insured for loss or damage arising out of Staples' products or services under this Agreement; (b) name Customer's landlord or property manager as an additional insured when deliveries or services are to be made or performed by Staples at any Customer facility; (c) waive insurer's subrogation rights against Customer and Customer's landlord or property manager, except to the extent loss or damage is caused solely by Customer or Customer landlord or property manager; (d) provide primary, non-contributory coverage to additional insureds to the extent loss or damage results from products or services under this agreement; and (e) be insured with insurance companies of recognized standing rated A VIII or better by A.M. Best. Customer and Customer's landlord or property manager shall receive prior written notice of cancellation in accordance with the policy provisions.

22) Governing Law. The provisions of this Agreement shall be construed in accordance with the laws of the State of New York excluding its conflicts of law provisions.

23) TERMS AND CONDITIONS OF AGREEMENT. These terms and conditions, in addition to any quote, contain the entire agreement between the parties as it specifically pertains to the subject matter contained herein. In order to be effective, any modifications must be in writing, signed by an authorized agent of both parties, and attached hereto. If there are any terms and conditions presented in either party's order forms or other documents which conflict with this Agreement, the terms and conditions of this Agreement shall control. If there are any additional terms and conditions contained in Customer's ordering documents that add to or conflict with these terms and conditions, except for product description, pricing, quantity, and delivery instructions, such terms and conditions are expressly objected to and shall not be binding on Staples.



BUILDING A SECOND FLOOR PLAN - WEST 1/8" = 1'-0" 6



BUILDING A SECOND FLOOR PLAN - EAST 1/8" = 1'-0" 8

REFERENCE NOTES

- The student desks and chairs that can fit in each science classroom varies. Here's the breakdown:
 - A201: (1) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A202: (1) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A203: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A204: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A205: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A206: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A207: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A208: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A211: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A212: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A213: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A214: (1) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - A215: (2) 20"x24" student desks & chairs + (1) 20"x36" accessible desk & chair
 - Each science classroom (10 total) will require:
 - (1) 24" x 48" 36" lab lab tables, (2) 24" x 48" 36" lab accessible lab tables and (32) lab stools. This count also assumes that the District wants to have (1) lab stool at the wheelchair space of the accessible lab table. If the District desires to keep that wheelchair space open at all times, that lab stool can be removed from the list.
- Please note that the list above assumes that the District wants to have a chair at the accessible desk. If the District desires to keep that wheelchair space open at all times, that chair can be removed from the list.

GENERAL NOTES

- EXISTING CONCRETE WALL & COLUMN TO REMAIN
- (N) WALL FURRING WHERE OCCURS. SEE S401/1
- INTERIOR WALL FURRING - NEW 2" X 4" WOOD STUD
- INTERIOR WALL OVER FILL, HIGH DENSITY SOUND INSULATION. SEE FINISH SCHEDULE FOR WALL FINISH.
- (DASH LINE) = FIRE RATED PARTITION WHERE OCCURS
- INTERIOR WALL FURRING - NEW 2" X 4" WOOD STUD
- INTERIOR WALL OVER FILL, HIGH DENSITY SOUND BATT SOUND INSULATION. SEE S401/2 FOR WALL FURRING DETAIL. SEE FINISH SCHEDULE FOR WALL FINISH.
- NEW INTERIOR WALL FINISH WHERE OCCURS. SEE FIN. SCHED.
- INTERIOR WALL - EXISTING 2" X 4" WOOD STUD INTERIOR WALLS.
- HATCH FULL HOT. BATT SOUND INSULATION
- EXISTING WALL FINISH TO REMAIN
- (DASH LINE) = FIRE RATED PARTITION
- NEW PROJECTOR & PROJECTOR MOUNT
- NEW FIRE EXTINGUISHER AND CABINET. SEE SPECS
- NEW EMERGENCY SHOWER AND EYE WASH
- NEW FLOOR DRAIN
- NEW FUME HOOD
- 30" X 48" WHEELCHAIR CLEARANCE

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CONSULTANT


REVISION SCHEDULE			
NO.	DATE	BY	DESCRIPTION








DRAWN: JLY CHECKED: JHM
 DATE: 8/19/2020 SCALE: AS SHOWN
 PROJECT NUMBER: 1719400







BUILDING A
 SECOND FLR
 FURNITURE LAYOUT
 DRAWING NUMBER: **A2.3**

BURBANK HIGH SCIENCE FURNITURE

Item	✓	Preview	Mfg	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
1	✓		C&H	ST2460-36 EPOXY	24x60-36" High All Welded Science table with 1" Epoxy Resin Top and 2 Back Pack Hooks .	Burbank Science Wing	140	\$ 558.67	\$ 78,213.80
2	✓		C&H	ST2460-33 EPOXY-ADA	24x60-33" High-ADA All Welded Science table with 1" Epoxy Resin Top and 2 Back Pack Hooks .	Burbank Science Wing	20	\$ 558.67	\$ 11,173.40
3	✓		C&H	TMS2472-36	24x72x36h Mobile Teachers Workstation with 1" Epoxy Resin Top all welded metal table. See Attached Spec.	Burbank Science Wing	10	\$ 1,294.67	\$ 12,946.70
4	✓		C&H	WS-1	36x24x30 H Teachers Desk with Grommet Hole and Wire management Trough> See Attached Spec.	Burbank Science Wing	10	\$ 341.32	\$ 3,413.20
5	✓		Human scale	6G400-F2711	Pullout Keyboard tray per the attached specifications.	Burbank Science Wing	10	\$ 178.71	\$ 1,787.10
6	✓		OTG	11650/11600	Armless Task Chair with stool Kit See Attached picture and specs	Burbank Science Wing	10	\$ 223.20	\$ 2,232.00
7	✓		C&H	STD-SP 2026	20X26x30 H Student table Desk with Laminate top no back pack hook.	Burbank Science Wing	202	\$ 161.07	\$ 32,536.14
8	✓		C&H	STD-SP-2036	20X36x 30H Student Table Desk with Laminate top no back pack hook.	Burbank Science Wing	10	\$ 174.67	\$ 1,746.70
9	✓		Alumi	C-EXPL-18-PC- M	Alumni Explorer 4 leg stack chair 18" Shell Color:?? Frame: Black Marquis Swivel Nylon Glides	Burbank Science Wing	212	\$ 61.88	\$ 13,118.56
10	✓		Safco	6664SL	Safco Diesel Industrial stool with back Color : Silver or Pewter	Burbank Science Wing	320	\$ 139.05	\$ 44,496.00
sub					Subtotal				\$ 201,663.60
11	✓		z- Install		Complete 2nd Floor Set in Place ASEMBLY INSTALL OF THE ABOVE WITH REMOVAL OF PACKAGING WASTE	y-Install	1	\$ 26,235.29	\$ 26,235.29
					Grand Total				\$ 227,898.89

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
1	✓		HON	HCG	H105907R \$(L2STD) LPT1 S	10500 Series 42Wx24Dx29-1/2H Return Rt File/File Ped Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	College & Career	1	\$ 447.04	\$ 447.04
2	✓		HON	HCL	HGRMTAC .X	4-Trac Electrical Power Hub 3" Grommet Mount Plastic: Standard Color	College & Career	1	\$ 50.58	\$ 50.58
3	✓		HON	HCG	H105898L \$(L2STD) LPT1 S	10500 Series 66Wx30Dx29-1/2H SglPedDskLH B/B/F RectTop Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	College & Career	1	\$ 585.11	\$ 585.11
4	✓		HON	HSN	H4073 \$(2) .SED 10 .T	Pagoda 4070 Series Fan Back Guest Armless Set of 2 GRADE: II UPHOLSTERY Seed Color: Harbor FRAME: Black	College & Career	11	\$ 424.25	\$ 4,666.75
5	✓		HON	HSN	HFLSC1 .TR \$(2) .DOT 90 .T	Flock Square Lounge Chair Tapered Rd PR8 or P7A FRM Gr 2 UPH Dotty Uph: Tide Black Caster Only	College & Career	7	\$ 855.80	\$ 5,990.60
6	✓		HON	HSN	HFLSO1 .TR \$(2) .WP 86 .T	Flock Square Ottoman Tapered Rd PR8 or P7A FRM Gr 2 UPH Whisper Vinyl COLOR: Indigo Black Caster Only	College & Career	3	\$ 366.84	\$ 1,100.52
7	✓		HON	HTL	HMVR-2460G-F X .G \$(L2STD) .LPT1 .DP .C \$(P1) .S	Motivate Table Rect 24Dx60W 2mm Edge Fixed Base 3" Round Grommet Grd L2 Standard Laminates LAM: Portico Teak Portico Teak Caster P1 Paint Opts Charcoal	College & Career	3	\$ 443.85	\$ 1,331.55
8	✓		HON	HSN	HIGCL E U \$(2) .SED 10 .T	Ignition Guest Chair Four Leg Frame Arms Glide: Glide Back: Upholstered GRADE: II UPHOLSTERY Seed Color: Harbor FRAME: Black	College & Career	2	\$ 231.04	\$ 462.08











Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
9	✓		HON	HTL	HMVR-3060G-N S	Motivate Table Rect 30Dx60W 2mm Edge Nesting Base	College & Career	4	\$ 607.44	\$ 2,429.76
					.N \$(L2STD) .LPT1 .DP .C \$(P1) .S	No Grommets Grd L2 Standard Laminates LAM: Portico Teak Portico Teak Caster P1 Paint Opts Charcoal				
10	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Gld	College & Career	1	\$ 416.96	\$ 416.96
					.A .S .M \$(2) .SED 17 .T .SB	Arm: Height and Width Adj CASTER: Soft Back: Mesh Back GRADE: II UPHOLSTERY Seed Color: Cinder FRAME: Black Base: Standard Base				
11	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	College & Career	2	\$ 14.58	\$ 29.16
					.X115E	KEY NUMBER: 115E				
sub						Subtotal				\$ 17,510.11
12	✓		HON	HTL	HTTLEG72	Preside Aluminum T leg for 72" Table Tops	Conferen ce Rm 1	1	\$ 287.54	\$ 287.54
					\$(P1) .S	P1 Paint Opts Charcoal				
13	✓		HON	HTL	HTLA3672	Preside 72W x 36D Racetrack Shaped Laminate Top	Conferen ce Rm 1	1	\$ 297.57	\$ 297.57
					.G .DP .N \$(L2STD) .LPT1	2MM/Flat Edge: Portico Teak No Grommets Grd L2 Standard Laminates LAM: Portico Teak				
14	✓		HON	HSN	HMN2	Motivate Nest/Stack Chair-Flex Bck-Uph Seat	Conferen ce Rm 1	8	\$ 308.05	\$ 2,464.40
					.F .E .IM .ON \$(2) .SED 10 .P7A	Arm: Fixed Arm Standard Nylon Glide Black Mesh COLOR: Onyx Grade: II Uph Seed Color: Harbor FRAME: Textured Charcoal				
sub						Subtotal				\$ 3,049.51
15	✓		HON	HTL	HTTLEG144	Preside Aluminum T leg for 144" Table Tops	Conferen ce Rm 2	1	\$ 434.73	\$ 434.73
					\$(P1) .S	P1 Paint Opts Charcoal				


Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
16	✓		HON	HTL	HTLA48144	Preside 144W x 48D Racetrack Shaped Laminate Top	Conference Rm 2	1	\$ 582.38	\$ 582.38
					.G	2MM/Flat				
					DP	Edge: Portico Teak				
					.N	No Grommets				
					\$(L2STD)	Grd L2 Standard Laminates				
					LPT1	LAM: Portico Teak				
17	✓		HON	HTL	HMVR-2460G-FX	Motivate Table Rect 24Dx60W 2mm Edge Fixed Base	Conference Rm 2	3	\$ 430.18	\$ 1,290.54
					.N	No Grommets				
					\$(L2STD)	Grd L2 Standard Laminates				
					LPT1	LAM: Portico Teak				
					DP	Portico Teak				
					.C	Caster				
					\$(P1)	P1 Paint Opts				
					.S	Charcoal				
18	✓		HON	HSN	HMN2	Motivate Nest/Stack Chair-Flex Bck-Uph Seat	Conference Rm 2	6	\$ 308.05	\$ 1,848.30
					.F	Arm: Fixed Arm				
					.E	Standard Nylon Glide				
					.IM	Black Mesh				
					.ON	COLOR: Onyx				
					\$(2)	Grade: II Uph				
					.SED	Seed				
					10	Color: Harbor				
					P7A	FRAME: Textured Charcoal				
19	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Gld	Conference Rm 2	12	\$ 416.96	\$ 5,003.52
					.A	Arm: Height and Width Adj				
					.S	CASTER: Soft				
					.M	Back: Mesh Back				
					\$(2)	GRADE: II UPHOLSTERY				
					.SED	Seed				
					10	Color: Harbor				
					.T	FRAME: Black				
					.SB	Base: Standard Base				
sub						Subtotal				\$ 9,159.47
20	✓		HON	HCG	H105897R	10500 Series 66Wx30Dx29-1/2H Sgl Ped DskRH B/B/FRectTop	Counselor /Psychologist Office	4	\$ 585.11	\$ 2,340.44
					\$(L2STD)	Grd L2 Standard Laminates				
					LPT1	LAM: Portico Teak				
					S	LAM: Charcoal				
21	✓		HON	HCG	H105907R	10500 Series 42Wx24Dx29-1/2H Return Rt File/File Ped	Counselor /Psychologist Office	5	\$ 447.04	\$ 2,235.20
					\$(L2STD)	Grd L2 Standard Laminates				
					LPT1	LAM: Portico Teak				
					S	LAM: Charcoal				
22	✓		HON	HCG	H105908L	10500 Series 42Wx24Dx29-1/2H Return Lt File/File Ped	Counselor /Psychologist Office	3	\$ 447.04	\$ 1,341.12
					\$(L2STD)	Grd L2 Standard Laminates				
					LPT1	LAM: Portico Teak				
					S	LAM: Charcoal				











Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
23	✓		HON	HCL	HGRMTAC	4-Trac Electrical Power Hub 3" Grommet Mount	Counselor /Psychologist Office	9	\$ 50.58	\$ 455.22
	✓				.X	Plastic: Standard Color				
24	✓		HON	HCG	H105690	10500 Series 36Wx24Dx29-1/2H Lateral File Two-Drawer	Counselor /Psychologist Office	1	\$ 491.24	\$ 491.24
					\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
25	✓		HON	HCG	H105535	10500 Series Bookcase 5-shelf 36Wx13-1/8Dx71H	Counselor /Psychologist Office	12	\$ 389.62	\$ 4,675.44
					\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
26	✓		HON	HCG	H105898L	10500 Series 66Wx30Dx29-1/2H SglPedDskLH B/B/F RectTop	Counselor /Psychologist Office	5	\$ 585.11	\$ 2,925.55
					\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
27	✓		HON	HSN	HIGCL	Ignition Guest Chair Four Leg Frame Arms	Counselor /Psychologist Office	18	\$ 231.04	\$ 4,158.72
					.E .U \$(2) .SED 10 .T	Glide: Glide Back: Upholstered GRADE: II UPHOLSTERY Seed Color: Harbor FRAME: Black				
28	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Gld	Counselor /Psychologist Office	9	\$ 416.96	\$ 3,752.64
					.A .S .M \$(2) .SED 17 .T .SB	Arm: Height and Width Adj CASTER: Soft Back: Mesh Back GRADE: II UPHOLSTERY Seed Color: Cinder FRAME: Black Base: Standard Base				
29	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	Counselor /Psychologist Office	2	\$ 14.58	\$ 29.16
					.X114E	KEY NUMBER: 114E Office 1				
30	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	Counselor /Psychologist Office	2	\$ 14.58	\$ 29.16
					.X101E	KEY NUMBER: 101E Office 2				
31	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	Counselor /Psychologist Office	2	\$ 14.58	\$ 29.16
					.X102E	KEY NUMBER: 102E Office 3				

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
32	✓		HON	HCG	HF23B X103E	Black Removable Lock Core Kit KEY NUMBER: 103E Office 4	Counselor /Psycholo gist ... Office	2	\$ 14.58	\$ 29.16
33	✓		HON	HCG	HF23B X104E	Black Removable Lock Core Kit KEY NUMBER: 104E Office 5	Counselor /Psycholo gist ... Office	2	\$ 14.58	\$ 29.16
34	✓		HON	HCG	HF23B X105E	Black Removable Lock Core Kit KEY NUMBER: 105E Office 6	Counselor /Psycholo gist ... Office	2	\$ 14.58	\$ 29.16
35	✓		HON	HCG	HF23B X106E	Black Removable Lock Core Kit KEY NUMBER: 106E Office 7	Counselor /Psycholo gist ... Office	2	\$ 14.58	\$ 29.16
36	✓		HON	HCG	HF23B X107E	Black Removable Lock Core Kit KEY NUMBER: 107E Office 8	Counselor /Psycholo gist ... Office	2	\$ 14.58	\$ 29.16
37	✓		HON	HCG	HF23B X108E	Black Removable Lock Core Kit KEY NUMBER: 108E Office 9	Counselor /Psycholo gist ... Office	2	\$ 14.58	\$ 29.16
sub						Subtotal				\$ 22,638.01
38	✓		HON	HCG	H105102 \$(L2STD) .LPT1 S	10500 Series Mobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	Group Work Rm	8	\$ 407.39	\$ 3,259.12
39	✓		HON	HCG	H10578 \$(L2STD) .LPT1 S	10500 Series Desk Shell 60W x 30D x 29-1/2H Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	Group Work Rm	8	\$ 325.37	\$ 2,602.96
40	✓		HON	HCG	H10561 \$(L2STD) .LPT1 S	10500 Series Return Shell 29-1/2H x 48W x 24D Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	Group Work Rm	4	\$ 252.46	\$ 1,009.84
41	✓		HON	HSN	HIWM3 A .S .M \$(2) .DOT 90 .T .SB	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Gld Arm: Height and Width Adj CASTER: Soft Back: Mesh Back GRADE: II UPHOLSTERY Doty Uph: Tide FRAME: Black Base: Standard Base	Group Work Rm	8	\$ 416.96	\$ 3,335.68

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
42	✓		HON	HTL	HMVR-2460G-F X N \$(L2STD) .LPT1 .DP .G \$(P1) .S	Motivate Table Rect 24Dx60W 2mm Edge Fixed Base No Grommets Grd L2 Standard Laminates LAM: Portico Teak Portico Teak Glide P1 Paint Opts Charcoal	Group Work Rm	3	\$ 430.18	\$ 1,290.54
43	✓		HON	HSN	HMN2 F E .IM .ON \$(2) .SED 10 .P7A	Motivate Nest/Stack Chair-Flex Bck-Uph Seat Arm: Fixed Arm Standard Nylon Glide Black Mesh COLOR: Onyx Grade: II Uph Seed Color: Harbor FRAME: Textured Charcoal	Group Work Rm	8	\$ 308.05	\$ 2,464.40
44			CLR	CLR	C-CP-0404-MB 100	Aluminium Frame Boards - Concept Markerboard 4'H x 4'W 0-PRODUCTION-PRODUCTION R... #100 WHITE MARKERBOARD/ F... NO TRAY SATIN FRAME NO GRID LINES LCS3 White QUOTE #Q3022184	Group Work Rm	1	\$ 232.91	\$ 232.91
45								1	\$ 0.00	\$ 0.00
46			CLR	CLR	C-CP-0406-MB 100	Aluminium Frame Boards - Concept Markerboard 4'H x 6'W 0-PRODUCTION-PRODUCTION R... #100 WHITE MARKERBOARD/ F... NO TRAY SATIN FRAME NO GRID LINES LCS3 White QUOTE #Q3022184	Group Work Rm	1	\$ 336.71	\$ 336.71
47			CLR	CLR	C-CP-0406-MO D 100	Aluminium Frame Boards - Concept Markerboard LCS3 Type 4'H x 6'W with Grid Lines 0-PRODUCTION-PRODUCTION R... #100 WHITE MARKERBOARD/ F... NO TRAY SATIN FRAME WITH GRID LINES LCS3 White QUOTE #Q3022184	Group Work Rm	2	\$ 561.52	\$ 1,123.04
48	✓		HON	HCG	HF23B X	Black Removable Lock Core Kit Keyed at Random	Group Work Rm	8	\$ 14.58	\$ 116.64
sub						Subtotal				\$ 15,771.84

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
49	✓		HON	HSN	HHCG11	Soothe Guest seating single-seat arms	Lobby	4	\$ 464.81	\$ 1,859.24
	✓				.S \$(2) .WP 36 P7A	Arm: Charcoal Urethane Gr 2 UPH Whisper Vinyl COLOR: Cerulean Textured Charcoal				
sub						Subtotal				\$ 1,859.24
50	✓		HON	HCG	H10578	10500 Series Desk Shell 60W x 30D x 29-1/2H	Main Office/Reception	1	\$ 325.37	\$ 325.37
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
51	✓		HON	HCG	H105102	10500 Series Mobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D	Main Office/Reception	1	\$ 407.39	\$ 407.39
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
52	✓		HON	HCG	H10502	10500 Series Floorstnd Full Ht Ped B/B/F 15-5/8W x 22-3/4D	Main Office/Reception	1	\$ 312.61	\$ 312.61
	✓				\$(L1STD) .S	Grd L1 Standard Laminates LAM: Charcoal				
53	✓		HON	HCG	H105816L	10500 Series Lt Extended Corner Unit 24-36x72-24x 29-1/2	Main Office/Reception	1	\$ 509.92	\$ 509.92
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
54	✓		HON	HCG	H105903R	10500 Series 72Wx24Dx29-1/2H Single Ped Cred RH F/F Ped	Main Office/Reception	1	\$ 576.46	\$ 576.46
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
55	✓		HON	HCL	HGRMTAC	4-Trac Electrical Power Hub 3" Grommet Mount	Main Office/Reception	1	\$ 50.58	\$ 50.58
	✓				.X	Plastic: Standard Color				
56	✓		HON	HCL	HHN831124	Flat Bracket 24D	Main Office/Reception	1	\$ 29.16	\$ 29.16
	✓				.S	Color: Charcoal				
57	✓		HON	HCG	H10563	10500 Series Lat File 2-Drawer 36W x 20D x	Main Office/Reception	1	\$ 466.18	\$ 466.18
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
58	✓		HON	HCG	H10516	10500 Series Lat File 4-Dr36W 20D 59-1/8H	Main Office/Reception	2	\$ 991.14	\$ 1,982.28
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				









Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
59	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Glid	Main Office/Re ception	2	\$ 416.96	\$ 833.92
					.A	Arm: Height and Width Adj				
					.S	CASTER: Soft				
					.M	Back: Mesh Back				
					\$(2)	GRADE: II UPHOLSTERY				
					.DOT	Dotty				
					90	Uph: Tide				
					.T	FRAME: Black				
					.SB	Base: Standard Base				
60	✓		HON	HSN	HMG4	Motivate Four Leg Couner Height Stool Uph Seat	Main Office/Re ception	2	\$ 214.63	\$ 429.26
					.N	Arm: No Arm				
					.E	Standard Nylon Glide				
					.ON	COLOR: Onyx				
					\$(2)	Grade: II Uph				
					.SED	Seed				
					10	Color: Harbor				
					.P7A	FRAME: Textured Charcoal				
61	✓		HON	HSN	HMN2	Motivate Nest/Stack Chair-Flex Bck-Uph Seat	Main Office/Re ception	4	\$ 308.05	\$ 1,232.20
					.F	Arm: Fixed Arm				
					.E	Standard Nylon Glide				
					.IM	Black Mesh				
					.ON	COLOR: Onyx				
					\$(2)	Grade: II Uph				
					.SED	Seed				
					10	Color: Harbor				
					.P7A	FRAME: Textured Charcoal				
62	✓		HON	HTL	HCT29MT	Arrnge Seated Hght T-legs for 30D Srvc - 2 bases	Main Office/Re ception	1	\$ 326.73	\$ 326.73
					\$(P1)	P1 Paint Opts				
					.P7A	Textured Charcoal				
63	✓		HON	HTL	HCT36ST	Arrange Cnter Hght T-legs for 24D Srvc - 2 bases	Main Office/Re ception	1	\$ 315.80	\$ 315.80
					\$(P1)	P1 Paint Opts				
					.P7A	Textured Charcoal				
64	✓		HON	HTL	HCTRECT2460	Arrange Table 24" x 60" Rectangle Top	Main Office/Re ception	1	\$ 184.10	\$ 184.10
					.N	No Grommet				
					\$(L2STD)	Grd L2 Standard Laminates				
					.LPT1	LAM: Portico Teak				
					.DP	Portico Teak				
65	✓		HON	HTL	HCTRECT3060	Arrange Table 30" x 60" Rectangle Top	Main Office/Re ception	1	\$ 194.58	\$ 194.58
					.N	No Grommet				
					\$(L2STD)	Grd L2 Standard Laminates				
					.LPT1	LAM: Portico Teak				
					.DP	Portico Teak				

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
66	✓		HON	HTL	HMVR-2448G-F X N \$(L2STD) .LPT1 .DP .C \$(P1) .S	Motivate Table Rect 24Dx48W 2mm Edge Fixed Base No Grommets Grd L2 Standard Laminates LAM: Portico Teak Portico Teak Caster P1 Paint Opts Charcoal	Main Office/Re ception	2	\$ 411.04	\$ 822.08
67	✓		HON	HVO	HLSLR2436 \$(L2STD) .LPT1 DP .G P	Voi 24"D x 36" W Rectangle Worksurface Grd L2 Standard Laminates LAM: Portico Teak Edge: Portico Teak Grommets Clr: Black	Main Office/Re ception	1	\$ 119.39	\$ 119.39
68			Obex		30x48FSCA	OBEX 30"H X 48"W Desk Freestanding Screen with Feet Clear	Main Office/...	5	\$ 158.23	\$ 791.15
69	✓		HON	HCG	HF23B X	Black Removable Lock Core Kit Keyed at Random	Main Office/Re ception	1	\$ 14.58	\$ 14.58
70	✓		HON	HCG	HF23B .X113E	Black Removable Lock Core Kit KEY NUMBER: 113E	Main Office/Re ception	3	\$ 14.58	\$ 43.74
71	✓		HON	HCG	HF23B .X112E	Black Removable Lock Core Kit KEY NUMBER: 112E	Main Office/Re ception	2	\$ 14.58	\$ 29.16
sub						Subtotal				\$ 9,996.64
72	✓		HON	HCG	H105908L \$(L2STD) .LPT1 S	10500 Series 42Wx24Dx29-1/2H Return Lt File/File Ped Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	Office Manager	1	\$ 447.04	\$ 447.04
73	✓		HON	HCG	H10517 \$(L2STD) .LPT1 S	10500 Series 36Wx20Dx45-1/2H Lateral File-Three-Drawer Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	Office Manager	1	\$ 757.82	\$ 757.82
74	✓		HON	HCG	H105293 \$(L2STD) .LPT1 S	10500 Series 36W x 24D x66-5/8H Storage Cab/Lat File Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal	Office Manager	1	\$ 1,083.65	\$ 1,083.65
75	✓		HON	HCL	HGRMTAC X	4-Trac Electrical Power Hub 3" Grommet Mount Plastic: Standard Color	Office Manager	1	\$ 50.58	\$ 50.58

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
76	✓		HON	HCG	H10502	10500 Series Floorstd Full Ht Ped B/B/F 15-5/8W x 22-3/4D	Office Manager	1	\$ 312.61	\$ 312.61
	✓				\$(L1STD) S	Grd L1 Standard Laminates LAM: Charcoal				
77	✓		HON	HCG	H105815R	10500 Series Rt Extended Corner Unit 24-36x72-24x29-1/2	Office Manager	1	\$ 509.92	\$ 509.92
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
78	✓		HON	HSN	HIGCL	Ignition Guest Chair Four Leg Frame Arms	Office Manager	2	\$ 231.04	\$ 462.08
	✓				E U \$(2) .SED 10 .T	Glide: Glide Back: Upholstered GRADE: II UPHOLSTERY Seed Color: Harbor FRAME: Black				
79	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Glid	Office Manager	1	\$ 416.96	\$ 416.96
	✓				.A S .M \$(2) .DOT 90 .T .SB	Arm: Height and Width Adj CASTER: Soft Back: Mesh Back GRADE: II UPHOLSTERY Doty Uph: Tide FRAME: Black Base: Standard Base				
80	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	Office Manager	5	\$ 14.58	\$ 72.90
	✓				.X109E	KEY NUMBER: 109E				
sub						Subtotal				\$ 4,113.56
81	✓		HON	HCG	H10564	10500 Series Cred Shell 60W x 24D x 29-1/2H	Parent Center	1	\$ 306.23	\$ 306.23
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
82	✓		HON	HCG	H105102	10500 Series Mobile Full Ht Ped B/B/F 15-5/8W x 22-3/4D	Parent Center	1	\$ 407.39	\$ 407.39
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
83	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Glid	Parent Center	1	\$ 416.96	\$ 416.96
	✓				.A S .M \$(2) .SED 17 .T .SB	Arm: Height and Width Adj CASTER: Soft Back: Mesh Back GRADE: II UPHOLSTERY Seed Color: Cinder FRAME: Black Base: Standard Base				

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
84	✓		HON	HTL	HTTLEG120	Preside Aluminum T leg for 120" Table Tops	Parent Center	1	\$ 404.20	\$ 404.20
	✓				\$(P1) .S	P1 Paint Opts Charcoal				
85	✓		HON	HTL	HTLA48120	Preside 120W x 48D Racetrack Shaped Laminate Top	Parent Center	1	\$ 520.41	\$ 520.41
					.G DP .N \$(L2STD) .LPT1	2MM/Flat Edge: Portico Teak No Grommets Grd L2 Standard Laminates LAM: Portico Teak				
86	✓		HON	HTL	HMVR-2460G-F X	Motivate Table Rect 24Dx60W 2mm Edge Fixed Base	Parent Center	2	\$ 430.18	\$ 860.36
					.N \$(L2STD) .LPT1 .DP .C \$(P1) .S	No Grommets Grd L2 Standard Laminates LAM: Portico Teak Portico Teak Caster P1 Paint Opts Charcoal				
87	✓		HON	HSN	HMN2	Motivate Nest/Stack Chair-Flex Bck-Uph Seat	Parent Center	15	\$ 308.05	\$ 4,620.75
					.F .E .IM .ON \$(2) .SED 10 .P7A	Arm: Fixed Arm Standard Nylon Glide Black Mesh COLOR: Onyx Grade: II Uph Seed Color: Harbor FRAME: Textured Charcoal				
88	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	Parent Center	1	\$ 14.58	\$ 14.58
					.X	Keyed at Random				
sub						Subtotal				\$ 7,550.88
89	✓		HON	HTL	HTTLEG72	Preside Aluminum T leg for 72" Table Tops	Principal	1	\$ 287.54	\$ 287.54
					\$(P1) .S	P1 Paint Opts Charcoal				
90	✓		HON	HTL	HTLA3672	Preside 72W x 36D Racetrack Shaped Laminate Top	Principal	1	\$ 297.57	\$ 297.57
					.G DP .N \$(L2STD) .LPT1	2MM/Flat Edge: Portico Teak No Grommets Grd L2 Standard Laminates LAM: Portico Teak				
91	✓		HON	HCG	H105R2442	42Wx24D Rectangle Worksurface	Principal	1	\$ 115.75	\$ 115.75
					\$(L2STD) .LPT1 DP	Grd L2 Standard Laminates LAM: Portico Teak Portico Teak				

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
92	✓		HON	HCG	HL2428O	24"D x 28"H O-Leg Support for Wksf (single leg)	Principal	2	\$ 144.00	\$ 288.00
	✓				\$(P1) S	P1 Paint Opts Charcoal				
93	✓		HON	HCG	H105104	10500 Series Mobile Full Ht Ped F/F 15-5/8W x 22-3/4D	Principal	2	\$ 407.39	\$ 814.78
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
94	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Gl'd	Principal	2	\$ 416.96	\$ 833.92
	✓				A .S .M \$(2) .SED 17 .T .SB	Arm: Height and Width Adj CASTER: Soft Back: Mesh Back GRADE: II UPHOLSTERY Seed Color: Cinder FRAME: Black Base: Standard Base				
95	✓		HON	HSN	HIGCL	Ignition Guest Chair Four Leg Frame Arms	Principal	4	\$ 231.04	\$ 924.16
	✓				E .U \$(2) .SED 10 .T	Glide: Glide Back: Upholstered GRADE: II UPHOLSTERY Seed Color: Harbor FRAME: Black				
96	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	Principal	2	\$ 14.58	\$ 29.16
	✓				.X110E	KEY NUMBER: 110E				
sub						Subtotal				\$ 3,590.88
97	✓		HON	HCG	H105907R	10500 Series 42Wx24Dx29-1/2H Return Rt File/File Ped	Registrar	1	\$ 447.04	\$ 447.04
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				
98	✓		HON	HCL	HGRMTAC	4-Trac Electrical Power Hub 3" Grommet Mount	Registrar	1	\$ 50.58	\$ 50.58
	✓				.X	Plastic: Standard Color				
99	✓		HON	HCG	H105898L	10500 Series 66Wx30Dx29-1/2H SglPedDskLH B/B/F RectTop	Registrar	1	\$ 585.11	\$ 585.11
	✓				\$(L2STD) .LPT1 S	Grd L2 Standard Laminates LAM: Portico Teak LAM: Charcoal				

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
100	✓		HON	HSN	HIGCL	Ignition Guest Chair Four Leg Frame Arms	Registrar	2	\$ 231.04	\$ 462.08
	✓				.E U \$(2) .SED 10 T	Glide: Glide Back: Upholstered GRADE: II UPHOLSTERY Seed Color: Harbor FRAME: Black				
101	✓		HON	HSN	HIWM3	Ignition Wk Mid-bck Pneu Syn tilt Bck Adj Tilt Seat Gld	Registrar	1	\$ 416.96	\$ 416.96
					.A .S .M \$(2) .SED 17 T .SB	Arm: Height and Width Adj CASTER: Soft Back: Mesh Back GRADE: II UPHOLSTERY Seed Color: Cinder FRAME: Black Base: Standard Base				
102	✓		HON	HCG	HF23B	Black Removable Lock Core Kit	Registrar	2	\$ 14.58	\$ 29.16
					.X111E	KEY NUMBER: 111E				
sub						Subtotal				\$ 1,990.93
103			Barska		AX11818	BARSKA 200 POSITION KEY CABINET WITH LOCK	ALL	2	\$ 146.23	\$ 292.46
104	✓		HON	HCG	HF22	Master Key (One Key)	ALL	2	\$ 11.39	\$ 22.78
sub						Subtotal				\$ 315.24
105						OBEX Freight	Freight	1	\$ 79.11	\$ 79.11
106			CLR	CLR		CLARIDGE Freight	Freight	1	\$ 274.68	\$ 274.68
sub						Subtotal				\$ 353.79
107						Set Up and installation of the above furniture on site per the attached.	Z-Install	1	\$ 9,882.35	\$ 9,882.35
						Grand Total				\$ 107,782.45



ORDER FORM

Order No: 98239
Order Issue Date: 11/5/2020
Quote No: 3
Quote Issue Date: 11/5/2020

Kelvin Education, Inc.
P.O. Box 51392 Irvine, CA 92619
949-303-6772
www.kelvin.education

Customer Information

Name: Sacramento City Unified School District
Address: 5735 47th Avenue, Sacramento CA 95824
Phone: 916.643.7400

Date: 11/5/2020

Services & Products

Service Term: **Nov 01, 2020 - Oct 31, 2021**

Service or Product	Number	Annual Fee (USD)
Kelvin Pulse Subscription	Up to 37,000 students	\$111,000
Data Management	75 Schools	\$18,900
Total Annual Fee		\$129,900

Service Term: **Nov 01, 2021 - Oct 31, 2022**

Service or Product	Number	Annual Fee (USD)
Kelvin Pulse Subscription	Up to 37,000 students	\$111,000
Data Management	75 Schools	\$18,900
Total Annual Fee		\$129,900

Promptly after the beginning of each Service Term, Kelvin will invoice, and Customer will pay, the Total Annual Fee listed for such Service Term. If Customer uses a Service for more than the Number of Students included in the Annual Fee for such Service as set forth above, then Customer will pay Kelvin an annual overage fee of \$3.00 per additional student ("Overage Fee"). In no event will use of a Service for less than the Number of Students set forth above reduce or negate the amount of the Annual Fee owed or paid to Kelvin. Kelvin will have the right to invoice Customer for any Overage Fee at any time after the applicable Number of Students is exceeded.

SPECIAL TERMS

GENERAL TERMS

This Order Form ("Order") is made effective as of the last date of signature below ("Effective Date") by and between Kelvin Education, Inc., a Delaware corporation ("Kelvin"), and the customer identified herein ("Customer"), and shall be governed pursuant to the terms and conditions of the Kelvin Education, Inc. Standard Terms and Conditions ("Standard Terms") available at https://kelvin.education/050219_Standard_Terms_v1.pdf or at such alternate location as may be provided in the future, the Kelvin Education, Inc. Privacy and Student Data Security Policy ("Privacy Policy") available at https://kelvin.education/050219_Privacy_Policy_v1.pdf or such other location as may be provided in the future, and any other agreement executed by and between Kelvin and Customer in connection herewith (collectively, with this Order and any addendum or exhibit hereto, the "Agreement"), which by this reference are incorporated as if fully set forth herein. Unless otherwise stated in this Order, all terms defined elsewhere in the Agreement shall have the same meaning in this Order. The Agreement sets forth the terms and conditions by which Kelvin will make the services or products identified in this Order (each specific product or service, a "Service") available to the Customer. The Services Customer is subscribing to are listed in the table above. Customer will have access only to the Services listed in the table. A description of each Service is available at: <https://kelvin.education/features/>

The Agreement constitutes the entire understanding between Customer and Kelvin and is the final and entire expression of their agreement. The Agreement supersedes any and all prior written or oral discussions, proposals, RFPs, emails or other communications, and the parties expressly disclaim any reliance on any of the foregoing. Under no circumstances will the terms, conditions or provisions of any purchase order or other administrative document issued by Customer modify, alter or expand the rights, duties or obligations of the parties, regardless of any failure of Kelvin to separately object to such terms, provisions or conditions. In the event of any conflict between or terms of documents constituting the Agreement, the following order of priority will govern, except where the specific terms of a document provide otherwise: (i) the applicable Order and any addendum or exhibit thereto; (ii) the Privacy Policy; and (iii) the Standard T

erms.

This Order may be executed in counterparts, may be executed using electronic signatures, and may be delivered by electronic means. If so executed and/or delivered, the Agreement will be equally binding as an original copy of the Agreement executed in ink by both parties.

THE PARTIES ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT INCLUDING THIS ORDER AND ALL DOCUMENTS REFERENCED ABOVE, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS, AND THE PERSON SIGNING ON BEHALF OF EACH HAS BEEN AUTHORIZED TO DO SO. THE PERSON SIGNING BELOW FOR CUSTOMER REPRESENTS THAT HE OR SHE HAS THE AUTHORITY TO BIND SUCH ENTITY TO THIS AGREEMENT, INCLUDING ALL TERMS AND CONDITIONS INCORPORATED HEREIN.

AGREED

Customer Name:

KELVIN EDUCATION, INC.

By:

By: 

Print Name: Rose Ramos

Print Name: Baxter Mante

Title: Chief Business Officer

Title: Co-Founder

Date:

Date: 11/5/2020

KELVIN EDUCATION, INC.

STANDARD TERMS AND CONDITIONS

These Standard Terms and Conditions (“Standard Terms”) are part of and incorporated into the Agreement (“Agreement”) referenced in an Order Form (“Order”) executed by Kelvin Education, Inc. (“Kelvin”) and the customer identified in such Order (“Customer”). Capitalized terms used and not otherwise defined herein shall have the same meanings given for those terms in the Order.

1. **Certain Definitions.**

- 1.1. “Customer Data” means information Customer creates or otherwise owns, licensed to Customer from third parties or otherwise provided to Kelvin on Customer’s behalf and, in each case, that is loaded to or processed or accessed by any Service.
- 1.2. “Data Services” means those Services consisting of hosted data aggregation and analytics and related services.
- 1.3. “Kelvin Data” means any and all information provided by third parties to Kelvin or created by Kelvin that is made available to Customer via the System (defined below), other than Customer Data.
- 1.4. “Kelvin Technology” means all of Kelvin’s proprietary software and other technology with respect to the Services, all documentation relating to the Services (both printed and electronic), and any derivatives, improvements, enhancements, upgrades and updates of the foregoing conceived, reduced to practice or otherwise developed.
- 1.5. “Output” means the output generated from Customer’s or its Customer Users’ (defined below) use of the System, namely reports generated by the System at Customer’s or its Customer User’s direction.
- 1.6. “Service Term” means each service term set forth in an Order for Customer’s subscription for the Service.
- 1.7. “Third Party Add-On” means third-party, integrated “add-on” products, services or data subscribed to by Customer pursuant to an Order.

2. **General Provision of Services.**

- 2.1. *Orders.* Subject to the terms and conditions of the Agreement, Kelvin will make the Service(s) identified in Customer’s Order available to Customer for the applicable Service Term, solely for use with respect to schools within Customer’s district or similar organization (or with respect to Customer, if Customer is itself a school). In the case of any module of the Service for which the Order indicates that the total price has been determined on a per-unit basis (such as per-student, per-teacher, per-school or per-district), Customer’s access to such module will be limited to the number of units (e.g., students, teachers or schools) indicated on the Order. Except as otherwise provided in the Order or elsewhere in the Agreement, each Order is non-cancellable and will be subject to the terms and conditions of the Agreement. If required as part of Customer’s internal procedures, an Order may be supplemented by a purchase order issued by Customer, but in no event will a Customer purchase order modify any of the pricing, deliverables or terms set forth in the Order or elsewhere in the Agreement.
- 2.2. *Customer Users.* The applicable Service may permit Customer to enable its faculty, administrators, consultants, students and guardians to access and use one or more

modules or features of that Service, in which case those faculty, administrators, consultants, and (if applicable) students and guardians are referred to as “Customer Users.” Customer Users may be required to agree to or accept (including electronically) end user terms applicable to the relevant Service before accessing or using the Services (the “Customer User Terms”). Customer is solely responsible for determining and assigning access levels and authority to the Services to Customer Users and for all use of the Services by those Customer Users. Customer is responsible for the actions of all Customer Users and other Customer employees and agents, for ensuring that only Customer Users are provided access to the Services (including ensuring security of usernames, passwords and related information, collectively, “Access Credentials”), and that access of Customer Users is limited to that portion of the Services as is reasonably necessary in order to fulfill the purposes of the Agreement. Customer will not permit the sharing of Access Credentials by its Customer Users and will notify Kelvin immediately if its Access Credentials are compromised. Kelvin will not have any liability to Customer or any third party for any Customer User’s or other Customer employee’s or Customer agent’s use or misuse of the Services.

2.3. *Service Suspension.* Kelvin may suspend the Services in whole or in part and without notice: (i) if Kelvin believes Customer’s or Customer Users’ use of the Services represents a direct or indirect threat to the function or integrity of the Services, Kelvin’s or its service providers’ system or networks, or any third party’s use of the Services; (ii) if reasonably necessary to prevent unauthorized access to customer data (including, without limitation, the Customer Data); or (iii) to the extent necessary to comply with legal requirements. If Kelvin suspends the Services without notice, Kelvin will provide the reason for such suspension, upon Customer’s request. Any suspension of Services for the foregoing reasons will apply to the minimum necessary portion of the Services and only be in effect for as long as reasonably necessary to address the issues giving rise to the suspension. Kelvin may also, upon such notice as is reasonably practicable under the circumstances, perform scheduled or emergency maintenance (including temporary suspension of the Services as necessary) to maintain or modify the Services or Kelvin Technology.

3. **Data Services.**

3.1. *Agreement to Provide Services.* Subject to the terms and conditions of the Agreement, Kelvin agrees to provide Customer the specific Data Services set forth on the Order, which Data Services include, at a minimum, access, via the Internet, to Kelvin’s proprietary hosted data platform software application described in the Order and the Kelvin Data subscribed to by Customer and included in such hosted application (collectively, the “System”), together with technical support with respect to use of the System, as described in Section 3.5 of these Standard Terms. The Data Services may also include one or more of the following (each as more specifically described on the Order): (i) implementation services with respect to the System as described in that Order in order to integrate the System with Customer’s computing environment; (ii) training services for Customer and its faculty and administrator Customer Users with respect to their use of the System; and (iii) access, via the System, to various Third Party Add-Ons.

3.2. *Grant of Rights to Access and Use.* Subject to the terms and conditions of the Agreement, Kelvin grants to Customer, during the Service Term for the applicable Data Services, a limited, nontransferable, nonexclusive (i) license to use the Kelvin Data solely for its own internal business and research purposes as set forth in these Standard Terms; (ii) right to permit Customer Users to access over the Internet and use the System solely to support Customer’s normal course of business and according to the access authority levels configured or assigned by Customer.

- 3.3. *Restrictions on Use.* Customer and its Customer Users may not (i) use, license, sell, redistribute, lease, extract or otherwise transfer or assign the Data Services, Kelvin Data, Third Party Add-Ons or any component thereof, except as expressly permitted herein; (ii) alter or permit a third party to alter any part of the Data Services, Kelvin Data or Third Party Add-Ons; (iii) use or permit the use of the Data Services, Kelvin Data or Third Party Add-Ons for any unlawful purpose; (iv) reverse engineer or otherwise attempt to derive source code or other trade secrets from the Data Services, Kelvin Data or Third Party Add-Ons; (v) use the Data Services in a way that could harm Kelvin's network or System or impair a third party's use of the Data Services (including by transmitting by or uploading to the System any viruses, worms, Trojan horses or other malicious code); or (vi) use the Data Services to try to gain unauthorized access to any service, data, account or network by any means.
- 3.4. *Customizations and Enhancements.* From time to time, Kelvin may make enhancements or customizations to the System. Any intellectual property created in the course of performing the Data Services, whether by Kelvin alone or jointly with Customer, shall be and remain the exclusive property of Kelvin, and Customer assigns any of its rights, interest or title in or to the same to Kelvin.
- 3.5. *Customer Support.* Kelvin will provide Customer and its faculty and administrator Customer Users with reasonable technical assistance by email or other Internet-based communication with respect to the access and use of the System and the identification and reporting of problems or errors with the System; any limitations on usage of such support services are identified in the Order. Kelvin will respond to Customer within a reasonable period of time from a request placed by Customer. Kelvin may also provide support and technical assistance or reference guides to Customer Users online, via the System or at such other locations as Kelvin may elect, in its sole discretion.

4. **Configuration of Data Services and Kelvin Data.**

- 4.1. *Configuration of Data Services.* Kelvin may from time to time update the functionality, features, user interface, user documentation, training and educational information, and any other aspects of or relating to the Data Services in its sole discretion, provided that such changes do not materially adversely affect the functionality of the Data Services.
- 4.2. *Transmission of Data.* Kelvin does not make any guarantee as to the integrity or accuracy of the Kelvin Data as provided to Kelvin, and Kelvin does not make any guarantee or warranty as to the quality of transmission of data over telephone, digital subscriber lines or any other method of Internet delivery, including, without limitation, server downtimes or other network related problems except as described in Section 6, below.
- 4.3. *Redistribution of Kelvin Data.* As part of the Data Services, Kelvin may offer data and information for which Kelvin has obtained redistribution rights. If for any reason Kelvin does not possess these redistribution rights, it will immediately discontinue the distribution of the Kelvin Data, reports or information that was predicated on Kelvin's possession of such rights.

5. **Customer Requirements.**

- 5.1. *Customer Equipment.* Kelvin may establish, from time to time, minimum browser system requirements (the "System Requirements"), for the equipment from which the System should be accessed so that all licensed functionalities are operational. Customer may be required to purchase software, hardware or services (such as Internet access services) in order to utilize the Data Services or satisfy the System Requirements, as may

be amended by Kelvin from time to time. Customer shall be solely responsible for all such software, hardware and services.

- 5.2. *Customer Modifications and Equipment Failure.* Kelvin is not responsible for, nor will it have any liability resulting from, (i) modifications to or alterations of the System or databases by Customer or Customer Users or Customer employees or agents, unless such modification or alteration is approved in writing by Kelvin, or (ii) any failure of Customer equipment or software.
- 5.3. *No Social Security Numbers.* Customer agrees that it will not collect or store on the System any social security numbers.
6. **Limited Warranty.** Kelvin warrants that it will use commercially reasonable efforts to integrate Customer Data provided by Customer or its third party SIS vendor and provide the Data Services to Customer consistent with generally accepted industry standards, provided that: (i) Customer and all Customer Users have used equipment, settings and software that meet the System Requirements and have not otherwise used any equipment or software that adversely affects the Services; and (ii) Customer has paid all amounts due under the Agreement and is not in default of any provision of the Agreement. WITHOUT LIMITING THE GENERALITY OF THE DISCLAIMERS IN SECTION 12, ALL THIRD-PARTY ADD ONS AND ANY KELVIN DATA LICENSED FROM A THIRD PARTY IS PROVIDED “AS-IS,” AND KELVIN DISCLAIMS ANY AND ALL WARRANTIES WITH RESPECT TO THE SAME.
7. **Term.** The term of the Agreement begins on the Effective Date and will continue until the Order has expired or has been terminated.
8. **Fees, Payment & Taxes.**
 - 8.1. *Fees and Payment.* Customer agrees to pay all fees due for the Services according to the prices and terms listed on the Order. All invoices issued under the Agreement are due within thirty (30) days following the date of invoice, unless a different period is expressly provided on the Order. In the event any amount due from Customer becomes thirty (30) days or more past due, Kelvin reserves the right to suspend or terminate Customer’s access to the Services on not less than twenty (20) days’ notice. Kelvin may submit an invoice for Services provided on an annual basis at any time on or after the beginning of the applicable Service Period. All fees are non-refundable, except as otherwise explicitly stated in the Order or elsewhere in the Agreement. If the fees for a feature or functionality of the Service are based on usage of the Service, then Kelvin may access and use Customer Data as reasonably necessary to determine the fees for the applicable feature or functionality.
 - 8.2. *Taxes.* Where required by law, Kelvin will invoice Customer for any state or local sales tax, gross receipts tax or similar amounts that Kelvin is obligated to collect from Customer (“Taxes”). Customer is responsible for paying, and agrees to pay, all Taxes, excluding only taxes based on Kelvin’s net income. If Customer is exempt from any such Taxes, Customer will provide Kelvin with a valid tax exemption certificate authorized by the appropriate taxing authority to the extent such an exemption certificate is required or reasonably requested to establish such exemption.

9. Customer Data.

9.1. *License; Rights.* With respect to any Customer Data provided to Kelvin, Customer: (i) grants Kelvin the right to use, copy, modify, manipulate and create derivative works of the Customer Data as necessary in order for Kelvin to provide and perform the Services; (ii) agrees to secure rights in the Customer Data necessary for Kelvin to provide the Services without violating the rights of any third party, or otherwise obligating Kelvin to Customer or any third party (except as otherwise set out in the Agreement). Except as otherwise required by applicable law, Kelvin does not and will not accept any obligations in any separate license or other agreement that may apply to the Customer Data or use of the Services. Kelvin may transmit or disclose Customer Data to third parties in accordance with Customer's or its Customer User's directions (whether via the Services or otherwise).

9.2. *Treatment of Customer Data upon Termination.*

- a. In the event of expiration or termination of any Data Services, Kelvin: (i) will assist Customer in retrieving Customer Data from such Data Services, (ii) will remove, within a reasonable period of time, all Customer Data from such Data Services, except as otherwise set forth in Section 9.2(b), below; and (iii) may retain copies of the Customer Data in its offline data archives for backup, archive or legal recordkeeping purposes, and may subsequently destroy or erase such retained archive data, all in accordance with its data retention policies (provided, however, that the obligations of Section 9.3 shall survive for so long as Kelvin maintains any Customer Data). In the event that Customer requests that Kelvin destroy or securely erase any offline back-up copies of Customer Data maintained by Kelvin prior to the expiration of the retention period specified by Kelvin's policies, then Kelvin shall destroy or securely erase such offline back-up copies within a reasonable period of time of Customer's request therefor, subject to Customer's execution and delivery of a written release of any claim relating to the accuracy, timeliness or correctness of processing of the Customer Data or any other claim with respect to which the Customer Data would reasonably be expected to be relevant, in a form reasonably satisfactory to Kelvin.
- b. In the event that Customer requests, in writing within thirty (30) days after the termination or expiration of Data Services, that Kelvin provide Customer with continued limited access to its online account for the sole purpose of permitting Customer to continue to access and retrieve its Customer Data therefrom (as the same existed in such account at the time of termination or expiration), then Kelvin will provide such continued access for a period of up to ninety (90) days (the "Limited Data Access Period") only if: (i) Customer has paid all amounts due to Kelvin through the effective date of termination; and (ii) Customer pays Kelvin a continuing data access charge according to Kelvin's then-current fee schedule. Following the expiration or termination of the Limited Data Access Period, Kelvin will follow the procedures set forth in the first sentence of this Section 9.2 with respect to removal of Customer Data from the online Services and subsequent retention and destruction of offline archived data.
- c. Customer agrees that, other than as described in this Section 9.2 and notwithstanding any other term in the Agreement, Kelvin has no obligation to continue to hold or return any Customer Data. Customer also agrees that Kelvin has no liability for deletion of any Customer Data as described herein.

9.3. *Privacy and Security.* Kelvin acknowledges that Customer Data may include student-related information from Customer that contains personally identifiable information

about a student, and that such information is protected under the Family Educational Rights and Privacy Act (“FERPA”), and if applicable under corresponding state laws in Customer’s state. Kelvin’s access to any personally identifiable information in the Customer Data is authorized solely in connection with Kelvin’s provision of the Services pursuant to the Agreement and is governed by the Privacy Policy.

- 9.4. *Certain Reimbursements.* In the event (i) Kelvin is required to respond to any search warrant, court order, subpoena or other valid legal order relating to Customer or the Customer Data, or (ii) Customer requests material assistance from Kelvin in connection with Customer’s efforts to conduct any investigation, to cooperate with or respond to any investigation being conducted by a third party, or to pursue or respond to any matter or respond to any legal or administrative proceeding or similar matter, Customer will reimburse Kelvin for any cost that it incurs in so responding or assisting. Further, if Customer requests that Kelvin provide Customer with a copy (in a mutually agreeable format) of any Customer Data in Kelvin’s possession in connection with the Data Services that is not then-available to Customer via such Services, whether during the term of the Agreement or after its termination or expiration, Kelvin will comply with such requests, subject to Customer’s payment of a data retrieval fee (as applicable) determined according to Kelvin’s then-current fee schedule.
- 9.5. *System Metrics.* Kelvin may automatically collect usage and volume statistical information regarding Customer’s and its Customer User’s usage of the Services (collectively, the “System Metrics”). Kelvin uses the System Metrics internally to diagnose technical problems, administer the Services, and improve its offerings and marketing. The System Metrics do not include any personal information or data related to the user of the Services. Notwithstanding any term to the contrary set forth herein, Customer agrees and consents to Kelvin’s collection and use of the System Metrics as set forth herein, and Customer further agrees that the System Metrics are Kelvin’s sole and exclusive property.
10. **Customer Responsibilities.** In addition to any Customer obligations set out elsewhere in the Agreement, Customer will provide Kelvin, in a timely manner, with all data and information reasonably necessary for Kelvin to perform the Services (including Customer Data). If necessary to enable Kelvin to provide or perform the Services under the Agreement, Customer will provide and coordinate, in a timely manner, Kelvin’s onsite access to any Customer facilities or Customer network or system (the “Customer System”). Customer will inform Kelvin in writing and in advance of Services, of any security and access standards or requirements with respect to the Customer System.
11. **Termination.**
- 11.1. *By Kelvin.* In addition to any other termination rights described in the Agreement, Kelvin may terminate the Agreement immediately (or, in its sole discretion, suspend the provision of the Services) upon notice to Customer if Customer (i) breaches the Agreement and fails to cure such breach within thirty (30) days of written notice describing such breach, except in the case of failure to pay fees or other amounts due under the Agreement, which such breach must be cured within twenty (20) days after Kelvin’s notice of such delinquency; or (ii) breaches, or a Customer User, breaches any license, restriction on use or confidentiality terms of the Agreement.
- 11.2. *By Customer.* Customer may terminate the Agreement immediately upon written notice to Kelvin if Kelvin: (i) breaches the Agreement and fails to cure such breach within thirty (30) days of written notice describing such breach; or (ii) becomes the subject of any involuntary petition in bankruptcy or any voluntary proceeding relating to insolvency, receivership, liquidation, or composition for the benefit of creditors and such proceeding

is not dismissed within sixty (60) days of its filing. In addition, Customer may terminate the Agreement prior to the expiration thereof, effective upon the end of the Customer's then current fiscal year, by giving Kelvin written notice at least thirty (30) days prior to the end of such Customer fiscal year.

- 11.3. *Termination of Service Agreement.* Kelvin's ability to provide the Services may be subject to various licenses or other agreements (each a "Service Agreement") between Kelvin and its third party suppliers. In the event of the expiration or termination of any applicable Service Agreement, Kelvin will use commercially reasonable efforts to obtain alternative suppliers in order to avoid suspension or disruption of the Services. If Kelvin is unable, for any reason, to obtain such an alternative or replacement Service Agreement, or if Kelvin reasonably determines that the provision of any Services would be a violation of any applicable law or regulation or any Kelvin license in any jurisdiction or is no longer permitted under any of the same, Kelvin may terminate all affected Services upon written notice to Customer without any liability to Customer. Kelvin will give Customer at least sixty (60) days prior written notice (or, if it is not possible to give 60 days' notice, as much notice as possible under the circumstances) of the termination or expiration of a Service Agreement governing Kelvin's ability to deliver the Services, or any other condition arising under such Service Agreement that is likely to adversely affect Customer's use of the Services. If Kelvin terminates any Services pursuant to this Section 11.3, and Customer has prepaid for such Services under the Agreement, then Kelvin will, after applying such prepayment to all fees and charges due under the Agreement, return the unused portion of such prepayment to Customer within forty-five (45) days after the date of termination.
- 11.4. *Procedure upon Termination.* Upon the effective date of termination of the Agreement, and in addition to any other post-termination obligations in the Agreement, Kelvin will cease providing the terminated Services to Customer and its Customer Users, Customer and its Customer Users will cease using the Services, and all Customer's payment obligations through the effective date of termination will immediately become due. In addition to the foregoing, promptly upon termination of the Agreement, each party will return all Confidential Information of the other party in its possession and will not make or retain any copies of such Confidential Information, except as otherwise expressly set forth in the Agreement or as required (and only to the extent necessary) to comply with any applicable legal, archival or accounting record keeping requirement; provided, however, that all such retained Confidential Information will remain subject to the provisions of Section 16 of these Standard Terms.
- 11.5. *Survival.* Except as otherwise set forth in a notice of termination, termination of any Service will not serve to terminate any other Service or the parties' respective obligations under the Agreement with respect to non-terminated Services. The Agreement will terminate automatically upon the termination or expiration of all Orders. The terms and conditions set forth in the General Terms of the Order, the definitions in the Agreement and the respective rights and obligations of the parties under Sections 2.2 (Customer Users), 3.3 (Restrictions on Use), 6 (Limited Warranty), 9.2 (Treatment of Customer Data upon Termination), 11 (Termination), 12 (Warranties; Disclaimer), 13 (Indemnification), 14 (Limitations of Liability), 15 (Confidential Information; Intellectual Proprietary Rights) and 16 (General Provisions), and any obligations of Customer to pay Annual Fees or any other fees or taxes that were earned or payable relating to the period prior to termination or expiration, as well as any other terms or conditions that by their nature would reasonably be expected to survive termination or expiration, will survive any termination or expiration of the Agreement.
12. **Warranties; Disclaimer.** Specific warranties applicable to each Service, to the extent given, will apply only during the applicable Service Term. EXCEPT FOR THE EXPRESS WARRANTIES

SET FORTH IN THE AGREEMENT, THE SERVICES ARE PROVIDED EXCLUSIVELY ON AN “AS IS” BASIS, AND KELVIN DISCLAIMS ANY AND ALL OTHER EXPRESS, IMPLIED AND STATUTORY WARRANTIES WITH RESPECT TO THE SERVICES, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY, QUALITY, PERFORMANCE, FITNESS FOR A PARTICULAR PURPOSE, NONINFRINGEMENT AND TITLE AND ALL WARRANTIES ARISING FROM COURSE OF DEALING, USAGE OR TRADE PRACTICE. KELVIN DOES NOT WARRANT THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR-FREE. KELVIN AND CUSTOMER ACKNOWLEDGE THAT THE SERVICES ARE NOT AND CANNOT BE MADE TO BE 100% ACCURATE, AND THAT ANY ERRORS OR FAILURE TO PERFORM SHALL NOT BE DEEMED A BREACH OF ANY APPLICABLE SPECIFIC WARRANTY UNLESS THEY ARE SIGNIFICANT AND NOT TO BE EXPECTED IN LIGHT OF THE LIMITATIONS OF SERVICES OF THIS TYPE. KELVIN DOES NOT WARRANT OR GUARANTEE ANY SPECIFIC RESULTS FROM CUSTOMER’S OR ITS CUSTOMER USERS’ USE OF THE SERVICES. AS BETWEEN THE PARTIES, CUSTOMER SHALL BE SOLELY RESPONSIBLE FOR ENSURING THE ACCURACY OF ALL CUSTOMER DATA PROVIDED BY CUSTOMER IN CONNECTION WITH THE SERVICES.

13. **Indemnification.** Kelvin agrees to defend, indemnify and hold harmless Customer and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys’ fees), judgments and other expenses arising out of or on account of any third party claim: (i) alleging that Customer’s use of the Services infringes or misappropriates the proprietary or intellectual property rights of any third party, except to the extent that such infringement results from Customer’s or Customer Users’ misuse of or modifications to the Services; (ii) to the extent resulting from the gross negligence or intentional misconduct of Kelvin or its employees or agents; or (iii) to the extent resulting from any material breach of any of the representations, warranties or covenants of Kelvin contained in the Agreement. Kelvin’s obligation to defend, indemnify and hold harmless is subject to the conditions that it is given prompt notice of any such claims and is given primary control of and all reasonably requested assistance for the defense of such claims (with counsel reasonably satisfactory to the party being indemnified) (“Indemnified Party”), provided that any delay in notification shall not relieve Kelvin of its obligations hereunder except to the extent that Kelvin is materially prejudiced thereby. Without limiting the foregoing, the Indemnified Party may participate in the defense at its own expense and with its own counsel; provided that if the Indemnified Party reasonably concludes that Kelvin has conflicting interests or different defenses available with respect to such claim, the reasonable fees and expenses of one counsel to the Indemnified Party shall be borne by Kelvin. Kelvin shall not enter into or acquiesce to any settlement containing any admission of or stipulation to any guilt, fault, liability or wrongdoing on the part of the Indemnified Party or which would otherwise adversely affect the Indemnified Party without the Indemnified Party’s prior written consent (which shall not be unreasonably withheld). Kelvin shall keep the Indemnified Party advised of the status of the claims and the defense thereof and shall consider in good faith the recommendations made by the Indemnified Party with respect thereto.
14. **Insurance.** Kelvin agrees to carry a comprehensive general and, if Kelvin has any company-owned or company-leased vehicles, automobile liability (including cyber) insurance with limits of One Million Dollars (\$1,000,000.00) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect Kelvin and Customer against liability or claims of liability which may arise out of the Agreement. Kelvin agrees to maintain workers’ compensation insurance as required under applicable law.
15. **Limitations of Liability.**
 - 15.1. *Exclusion of Damages.* TO THE MAXIMUM EXTENT PERMITTED BY LAW, IN NO EVENT SHALL EITHER PARTY BE LIABLE UNDER OR IN CONNECTION WITH THE AGREEMENT OR ITS SUBJECT MATTER TO ANYONE FOR LOST PROFITS

OR REVENUE OR FOR INCIDENTAL, CONSEQUENTIAL, PUNITIVE, COVER, SPECIAL, RELIANCE OR EXEMPLARY DAMAGES, OR INDIRECT DAMAGES OF ANY TYPE OR KIND, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR SUCH DAMAGES WERE OTHERWISE FORESEEABLE AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE, ARISING UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY AND OTHERWISE.

- 15.2. *Limitations on Liability.* IN NO EVENT WILL THE MAXIMUM LIABILITY OF EITHER PARTY ARISING OUT OF OR IN CONNECTION WITH THE AGREEMENT OR ITS SUBJECT MATTER OR ANY LICENSE, USE OR OTHER EMPLOYMENT OF ANY SERVICE, ARISING UNDER ANY THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE, EXCEED AN AMOUNT EQUAL TO TWELVE (12) MONTHS OF FEES APPLICABLE TO THE AFFECTED SERVICE(S) AT THE TIME OF THE EVENT OR \$1,000, WHICHEVER IS GREATER. NOTWITHSTANDING THE PREVIOUS SENTENCE, NEITHER PARTY SHALL BE LIABLE TO THE OTHER PARTY TO THE EXTENT SUCH LIABILITY WOULD NOT HAVE OCCURRED BUT FOR THE OTHER PARTY'S OWN FAILURE TO COMPLY WITH THE TERMS OF THE AGREEMENT. THE FOREGOING LIMITATION APPLIES NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE. The limitations set forth in this Section 15.2 will not apply to any fees or reimbursable expenses due to Kelvin under the Agreement.
- 15.3. *Force Majeure.* Neither party will be liable for any loss or delay (including failure to maintain any given service level) resulting from any event beyond the affected party's reasonable control, including, fire, natural disaster, labor stoppage, internet service provider failures or delays, terrorism, civil unrest, war or military hostilities, criminal acts of third parties, national or regional emergency, passage of law or any action taken by a governmental or public authority or national or regional shortage of adequate power or telecommunications, and any payment date or delivery of service date will be extended to the extent of any delay resulting from any force majeure event.
- 15.4. *Acknowledgement; Exceptions.* Both parties acknowledge that the fees payable under the Agreement reflect the allocation of risk set forth in the Agreement and that the parties would not enter into the Agreement without the limitations in this Section 15.

16. **Confidential Information; Intellectual Property Rights.**

- 16.1. *Nondisclosure.* Each party acknowledges that it will have access to certain non-public and confidential information (collectively, "Confidential Information"). Kelvin's Confidential Information expressly includes information Kelvin creates or otherwise owns or licenses from a third party and related to the Services, including, without limitation, Kelvin Technology, together with any processing, storage and transmission information that may be necessary for Kelvin to perform its obligations under the Agreement, but excluding Customer Data. Each party agrees that it will not use in any way, for its own account or the account of any third party, except as expressly permitted by, or to the extent required to achieve the purposes of, the Agreement, nor disclose to any third party (except as required by law or to such party's subcontractors, employees, attorneys, accountants and other advisors as reasonably necessary and, in the case of Customer, to Customer Users and as directed by Customer or Customer Users), any Confidential Information of the other party. Each party will protect the confidentiality of the Confidential Information of the other party by employing the same measures (but in

no event less than reasonable measures) as it takes to protect its own Confidential Information.

- 16.2. *Legal Disclosure.* The receiving party may disclose Confidential Information pursuant to the requirements of a validly issued subpoena, governmental agency or by operation of law, provided that it gives the disclosing party, when practical and permitted, reasonable prior written notice sufficient to permit the disclosing party to contest such disclosure. If Customer is a governmental entity, the terms of this Section 16 are subject to the requirements of applicable trade secret, public records and similar laws. Kelvin regards the Kelvin Technology as its trade secret and requires that Customer treat it as such with respect to any public records requests with respect to the Kelvin Technology, in accordance with applicable law.
- 16.3. *Proprietary Rights.* Exclusive of Customer Data, Kelvin and its licensors will retain all right, title, and interest (including copyright and other intellectual property rights or informational rights) in and to the Services and all legally protectable elements or derivative works of the foregoing, including, without limitation, the Kelvin Technology. Kelvin may place copyright and/or other proprietary notices, including hypertext links, within the Services, and neither Customer nor any of its Customer Users will remove such notices without Kelvin's written permission. Notwithstanding anything to the contrary in the Agreement, Kelvin will not be prohibited or enjoined at any time by Customer from utilizing any skills, knowledge or information of a general nature acquired during the course of providing the Services, including, without limitation, knowledge or information publicly known or available or that could reasonably be acquired in similar work performed for another customer of Kelvin.
- 16.4. *Remedies.* In the event of a violation or threat of violation by a party, directly or indirectly, of the terms of this Section 16 the party who would be harmed by such violation, will have the right, in addition to all other remedies available to it at law, in equity or under the Agreement, to affirmative or negative injunctive relief from a court of competent jurisdiction. Each party acknowledges that a violation of this section would cause irreparable harm and that all other remedies are inadequate.

17. **General.**

- 17.1. *Independent Contractors.* The parties and their respective employees are and will be independent contractors and neither party by virtue of the Agreement will have any right, power or authority to act or create any obligation, express or implied, on behalf of the other party.
- 17.2. *Notices.* Customer's address for communication and notice purposes relating to the Agreement is set forth on the Order (or such replacement address as Customer may designate in accordance with this section from time to time). Customer agrees to accept emails from Kelvin at the e-mail address specified. Kelvin may provide any and all notices, statements and other communications to Customer through either e-mail or by mail or express delivery service, and all notices directed to Customer as described in this section will be deemed delivered upon transmission or within one (1) business day after deposit with the U.S. Postal Service or express delivery service, as applicable. General information regarding the Service (such as scheduled maintenance information) may also be provided by posting on the Service only. Kelvin recommends that the main contact and billing contact email addresses be group addresses (such as billing@customer.com) so that notices are reviewed promptly and not delayed due to the absence of one individual. In addition, Kelvin may rely and act on all information, authorizations and instructions provided to Kelvin from the above-specified e-mail address and Customer administrators. Any notices to Kelvin must be in writing and addressed to Kelvin at the

address set forth on the Order (or such replacement address as Kelvin may designate in accordance with this section from time to time).

- 17.3. *Governing Law.* The Agreement will be interpreted in accordance with the laws of the State in which the Customer is primarily located and any controlling U.S. federal law (but excluding the Uniform Computer Information Transactions Act (UCITA), whether or not adopted in a given state). Each party will bear its own costs in connection with any legal proceeding arising under the Agreement.
- 17.4. *Waiver; Amendment.* No waiver of any provision of the Agreement or of any right or remedy under the Agreement will be effective unless in writing and signed by the party against whom such waiver is sought to be enforced. Neither any delay in exercising, nor any course of dealing with respect to, nor any partial exercise of any right or remedy under the Agreement will constitute a waiver of any other right or remedy, or of any future exercise of that right or remedy. The Agreement may not be modified, altered or amended except by a written instrument duly executed by both parties. The Agreement may not be modified or amended, except as expressly set forth in the Agreement, or in writing and signed or accepted electronically by the party against whom the modification, amendment or waiver is to be asserted.
- 17.5. *Severability; Interpretation.* If any provision is held by a court to be contrary to law, such provision will be eliminated or modified to the minimum extent necessary so that the Agreement will otherwise remain in full force and effect. The headings in the Agreement are provided for convenience only and will not affect its construction or interpretation. As used in the Agreement, the term “Including” means “including, without limitation.”
- 17.6. *Beneficiaries; Successors and Assigns.* Except for the indemnification rights of directors, officers, employees and agents specifically set forth in Section 13 hereof, there are no third party beneficiaries to the Agreement. The Agreement will inure to benefit and bind Customer and Kelvin and their successors and assigns. Neither party may assign the Agreement without the prior written consent of the other party, except that Kelvin may assign the Agreement in connection with a sale of all or substantially all of its outstanding equity or assets without the consent of Customer. Kelvin reserves the right to name Customer as a user of the Service.
- 17.7. *Improper Payments.* Kelvin represents and warrants that it has not directly or indirectly offered or given, and will not directly or indirectly offer or give, to any employee, agent or representative of Customer any cash or noncash gratuity or payment with a view toward securing any business from Customer or influencing such person with respect to the conditions, or performance of any contracts with or orders from Customer, including without limitation the Agreement.
- 17.8. *Limitation on Actions.* No action arising out of the Agreement, regardless of the form, may be brought by either party more than two (2) years after the cause of action has arisen, or the date of last payment made by Customer, whichever is later.
- 17.9. *Governmental Users.* This Section 17.9 applies to all use of the Kelvin Technology by or for the U.S. government or by any prime contractor or subcontractor under any contract, grant or other activity with the U.S. government. The Kelvin Technology provided to Customer under the Agreement are “commercial items” as that term is defined at 48 CFR 2.101, consisting of “commercial computer software” and “commercial computer software documentation” as such terms are used in 48 CFR 12.212 and other applicable acquisition regulations and are provided to Customer only as a commercial item. Consistent with 48 CFR 12.212, 48 CFR 227.7102, and 48 CFR 227.7202, all U.S. Government Customer Users, if any, acquire the Kelvin Technology with only those

rights and subject to the restrictions set forth in the Agreement. Notwithstanding the foregoing, the Kelvin Technology may not be acquired by the U.S. Government pursuant to a contract incorporating clauses prescribed by 48 CFR 27.4, 48 CFR 227.71 or 48 CFR 227.72. Contractor/manufacturer is Kelvin Education, Inc., 15642 Sand Canyon Ave. #51392, Irvine, CA 92619.

KELVIN EDUCATION, INC.

PRIVACY AND STUDENT DATA SECURITY POLICY

This Privacy and Student Data Security Policy (“Privacy Policy”) is part of and incorporated into the Agreement (“Agreement”) referenced in an Order Form (“Order”) executed by Kelvin Education, Inc. (“Kelvin”) and the customer identified in such Order (“Customer”). Except as expressly provided in the Order, the terms of this Privacy Policy supersede all contrary or conflicting terms of the Agreement. Capitalized terms used and not otherwise defined herein shall have the same meanings given those terms in the Order or Kelvin’s Standard Terms and Conditions, which are part of the Agreement.

1. Definitions.

- 1.1. “*Aggregate Data*” means data collected and reported at the group, cohort, or institutional level that is aggregated using protocols intended to preserve the anonymity of each individual included within such data.
- 1.2. “*Covered Information*” means personally identifiable information or materials, in any media or format, that meets any of the following: (i) is created or provided by a student, or the student’s parent or legal guardian, to an Operator in the course of the student’s, parent’s or legal guardian’s use of the Operator’s site, service, or application for K-12 school purposes; (ii) is created or provided by an employee or agent of the K-12 school, school district, local education agency, or county office of education, to an Operator; (iii) is gathered by an Operator through the operation of a site, service, or application and is descriptive of a student or otherwise identifies a student, including, but not limited to, information in the student’s educational record or email, first and last name, home address, telephone number, email address, or other information that allows physical or online contact, discipline records, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, Social Security Numbers, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, or geolocation information. “Covered Information does not include de-identified information, including aggregated de-identified information, used by Kelvin to improve its products and services, for adaptive learning purposes, for customizing pupil learning, for demonstrating the effectiveness of Kelvin’s products and services in the marketing of such products and services, and for developing and improving Kelvin’s website, services, or applications.
- 1.3. “*Data Security Incident*” means an event that results in or constitutes the unauthorized access, acquisition, or disclosure of Covered Information maintained by Kelvin pursuant to the terms of the Agreement. Data Security Incidents include, but are not limited to: (i) successful attempts to gain unauthorized access to a Kelvin computer or network containing Covered Information disclosed by Customer or Customer Users to Kelvin; or (ii) a material breach of the Agreement that involves the disclosure of Covered Information by Kelvin to an unauthorized third-party.
- 1.4. “*Destroy*” means to remove or otherwise sanitize Covered Information from Kelvin’s systems, paper files, records, databases, and any other media regardless of format, so that such data is permanently irretrievable in Kelvin’s normal course of business.
- 1.5. “*Operator*” means the operator of an internet website; online services, including cloud computing services; online applications; or mobile applications, with actual knowledge that the site, service, or application is used primarily for K-12 school purposes and was designed and marketed for K-12 school purposes.
- 1.6. “*Pupil-Generated Content*” means materials created by a student, including but not limited to account information that enables ongoing ownership of such content, and excluding student responses to a standardized assessment where student possession and control would jeopardize the validity and reliability of that assessment.
- 1.7. “*School Service*” means an internet website, online service, online application, or mobile application that is designed and marketed primarily for use in a preschool, elementary school, or secondary school; is used at the direction of teachers or other employees of Customer; and collects, maintains, or uses Covered Information. School Service does not include an internet website, online service, online application, or mobile application that is designed and marketed for use by individuals or entities generally, even if it is also marketed to or used by a public-education entity.

- 1.8. “*Subcontractor*” means any third party engaged by Kelvin to store or process Covered Information in order to provide a School Service pursuant to the terms of the Agreement.
- 1.9. “*Targeted Advertising*” means selecting and sending advertisements to a student based on information obtained from the student’s use of the School Services provided by Kelvin pursuant to the Agreement. Targeted Advertising does not include advertising to a student (i) at an online location based on the student’s current visit to that location or in response to the student’s request for information or feedback; and (ii) that does not rely on information obtained from the student’s use over time of the School Services provided by Kelvin pursuant to the Agreement. Targeted Advertising also does not include adaptive learning, personalized learning, or customized education.

2. General Provisions.

- 2.1. Kelvin will comply with all applicable federal and state laws and regulations concerning the privacy and data security of Covered Information, including but not limited to California Education Code § 49073.1, also known as AB 1584; the California Student Online Personal Information Protection Act, Cal. Bus. & Prof. Code § 22584 *et seq.*; the California Act for Privacy Rights for California Minors in the Digital World, Cal. Bus. & Prof. Code § 22580 *et seq.*; the Children’s Online Privacy Protection Act (“COPPA”), 15 U.S.C. Section 6501-6502; and the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. Section 1232g and 34 C.F.R. Part 99; and the Protection of Pupil Rights Amendment (“PPRA”), 20 U.S.C. 1232h.
- 2.2. Kelvin will promptly forward to the Customer’s representative pursuant to the notice provisions of the Agreement any request or demand from a third party for Covered Information in the possession of Kelvin at the time the request is received.
- 2.3. To the extent required by applicable state or federal law, Kelvin agrees that auditors from any state, federal, or other governmental agency, as well as auditors previously designated by Customer, shall have the option to audit the privacy and data security components of Kelvin’s operations with respect to the School Services provided to Customer pursuant to the Agreement. Such records pertaining to the privacy and data security components of the School Services shall be made available to auditors and the Customer when requested.
- 2.4. Kelvin will provide Customer notice prior to making a material change to Kelvin’s online privacy notice.
- 2.5. Covered Information obtained by Kelvin from Customer will continue to be the property of and under the control of Customer.
- 2.6. Students may retain possession and control of their own Pupil-Generated Content, and may transfer their own Pupil-Generated Content to a personal account, by submitting a written request directly to Customer. Kelvin will cooperate with Customer to fulfill such requests.

3. Subcontractors.

- 3.1. Kelvin will not disclose Covered Information to a Subcontractor until such Subcontractor has executed an agreement requiring the Subcontractor to comply with all applicable federal and state laws concerning the privacy and data security of Covered Information and that any actions of the Subcontractor related to the processing of Covered Information do not violate the terms of this Privacy Policy.
- 3.2. Upon discovering an unauthorized disclosure of Covered Information in possession of Kelvin pursuant to the terms of the Agreement that has been subsequently disclosed by Kelvin to a Subcontractor for storage or processing, Kelvin will promptly notify Customer of such unauthorized disclosure.
- 3.3. Customer authorizes Kelvin to disclose Covered Information to those third-parties designated by Customer pursuant to a third-party access request. Customer warrants that any such designated third-parties have a legitimate educational interest in the Covered Data. Any third-party access requests received by Kelvin through the notice provisions contained within the Agreement will result in Kelvin’s granting access and processing privileges for all Covered Data stored by Kelvin to the designated third-party until such time as (i) Customer provides Kelvin with written notification that

the third-party's access and processing privileges should be withdrawn ("Withdrawal Request"), or (ii) the termination of the Agreement. Upon receipt of a Withdrawal Request, Kelvin will revoke a designated third-party's access or processing privileges as indicated within two (2) business days.

4. Destruction of Covered Information.

- 4.1. During the term of the Agreement, if Customer requests in writing the destruction of Covered Information collected or generated pursuant to the Agreement, Kelvin will Destroy the information within thirty (30) calendar days after the date of the request unless:
 - a. Kelvin obtains the consent of the student (provided that the student is over the age of 18) or the student's parent or legal guardian to retain such Covered Information; or
 - b. The student has transferred to another public education entity and the receiving public education entity has requested that Kelvin retain the Covered Information.
- 4.2. Upon request, Kelvin will provide written certification that, in accordance with the Agreement, Covered Information will not be retained or available to Kelvin upon completion of the terms of the Agreement. This certification may be enforced through any lawful means, including but not limited to civil action.

5. Security and Confidentiality.

- 5.1. Kelvin will take all legally required actions to ensure the security and confidentiality of Covered Information, including but not limited to the designation and training of responsible individuals. Kelvin will identify those employees and contractors who will have access to Covered Information and ensure that such individuals receive instructions as to compliance with the security and confidentiality requirements of this Privacy Policy with respect to Covered Information.
- 5.2. Covered Information will be encrypted in transmission and at rest.
- 5.3. Kelvin will deploy electronic security tools and technologies in providing the School Services under the Agreement.
- 5.4. Kelvin warrants to Customer that its administrative, physical, and electronic safeguards are no less rigorous than accepted industry practices and comport with applicable data protection and privacy laws, as well as the terms and conditions of the Agreement.
- 5.5. Kelvin will perform reviews of its data security protection measures and methods no less frequently than on an annual basis.

6. Data Security Incident.

- 6.1. Kelvin warrants that it has established and implemented a Data Security Incident response plan outlining organizational policies and procedures for addressing a Data Security Incident. Kelvin's response plan will require prompt response for minimizing the risk of any further data loss and any negative consequences of the breach, including potential harm to affected individuals.
- 6.2. Kelvin will promptly notify Customer promptly after determining that a Data Security Incident has occurred.
- 6.3. In the event of a Data Security Incident, Kelvin will reasonably cooperate, at its own expense, with Customer in connection with the investigation of any unauthorized disclosure of Covered Information, including regulatory investigations, litigation, or other legal process resulting from Customer's efforts to protect rights relating to the use, disclosure, or maintenance of Covered Information provided to Kelvin
- 6.4. In the event of a Data Security Incident, Kelvin will use its best efforts to determine the cause of the Data Security Incident. Kelvin will subsequently produce a remediation plan to reduce the risk of similar incidents in the future. Upon request, Kelvin will present its analysis and remediation plan to the Customer within thirty (30) calendar days of notifying Customer of the Data Security Incident.

- 6.5. Kelvin will identify and maintain a designated representative for the purpose of communicating with the Customer regarding any such Data Security Incident. Kelvin will respond to any contact from the Customer regarding a Data Security Incident within one (1) business day.

7. Disallowed and Other Activities.

- 7.1. Kelvin will not knowingly:
- a. Collect, use or share Covered Information for any purpose not specifically authorized or contemplated by the Agreement. Kelvin may use Covered Information for a purpose not specifically authorized or contemplated by the Agreement only with the written consent of Customer.
 - b. Use Covered Information, or disclose Covered Information to any third-party, for the purposes of Targeted Advertising to students.
 - c. Use Covered Information to create a personal profile of a Customer student other than for supporting the purposes authorized by Customer.
 - d. Sell or license Covered Information. This prohibition does not apply to the purchase, merger, or other type of acquisition of Kelvin or its subsidiaries, or any assets of Kelvin or its subsidiaries, by another entity, so long as the successor entity continues to be subject to the provisions of this Privacy Policy.

- 7.2. Kelvin may use Covered Information without violating the terms of this Privacy Policy provided that such use does not involve selling or using Covered Information for Targeted Advertising or creating a personal profile of the student, and the use is for one or more of the following purposes:

- a. To ensure legal or regulatory compliance.
- b. To take precautions against liability.
- c. To respond to or to participate in the judicial process.
- d. To protect the safety of users or others.
- e. To investigate a matter related to public safety.

If Kelvin uses or discloses Covered Information pursuant to this Section 7.2, Kelvin shall promptly notify Customer of such use or disclosure.

- 7.3. Kelvin will perform current criminal conviction checks on all of its respective employees and agents having access to Covered Information provided by Customer to Kelvin pursuant to the Agreement. A criminal conviction check performed within ninety (90) calendar days prior to the date such employee or agent begins performance or obtains access to Covered Information will be deemed to be current. Kelvin will ensure that all employees and contractors handling Covered Information pursuant to the Agreement have received training regarding data security-awareness and the appropriate processing of Covered Information.

8. Transparency Requirements.

- 8.1. Kelvin will facilitate access to and correction of any inaccurate Covered Information in response to a request from Customer.
- 8.2. Kelvin acknowledges that Customer may post this Privacy Policy to the Customer's website or other publically viewable medium pursuant to state law.

9. Exclusions.

This Privacy Policy does not:

- 9.1. Impose a duty on a provider of an interactive computer service, as defined in 47 U.S.C § 230, to review or enforce compliance with this Privacy Policy.
- 9.2. Impede the ability of a student to download, export, or otherwise save or maintain his or her own Covered Information or documents.
- 9.3. Limit internet service providers from providing internet connectivity to public schools or to students and their families.
- 9.4. Prohibit Kelvin from marketing educational products directly to parents so long as the marketing does not result from the use of Covered Information obtained by Kelvin as a result of providing Services under the Agreement.
- 9.5. Impose a duty on a provider of an electronic store, gateway, marketplace, or other means of purchasing or downloading software or applications to review or enforce compliance with this Privacy Policy on that software or those applications.

10. Miscellaneous

- 10.1. Kelvin warrants that Covered Information stored or processed in cloud-based systems is kept protected and confidential. Cloud-based systems, when employed by Kelvin, will be fully documented by Kelvin. Access to Kelvin's cloud-based systems is only permitted via restricted access, VPN, or least-privileged access lists.
- 10.2. This Privacy Policy does not prohibit Kelvin's use of Covered Information to:
 - a. Use adaptive learning or design personalized or customized education.
 - b. Maintain, develop, support, improve, or troubleshoot Kelvin's website, online services, online applications, or mobile applications.
- 10.3. Kelvin will maintain all necessary documentation to evidence its compliance with this Privacy Policy for a period of two (2) years following the expiration or termination of the Agreement.
- 10.4. Kelvin will carry and maintain Professional or Errors and Omissions Liability Insurance coverage at all times throughout the term of the Agreement and any subsequent transitional periods. Such policies will insure against liability arising from network security or privacy misconduct or lack of ordinary skill in providing the services under the Agreement, including but not limited to liability arising from the theft, disclosure, or improper use of or access to Covered Information.
- 10.5. Nothing in this Privacy Policy shall be construed to impose liability on Kelvin for content provided by any third party or the actions of Customer and its Customer Users of the Services provided by Kelvin.
- 10.6. Each of the Customer and Kelvin represents and warrants that it has and will continue to receive training so as to be familiar with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and equivalent state provisions, and each agrees that it will comply with such provisions and take all reasonable measures necessary to protect Covered Information from disclosure.

SERVICES AGREEMENT

Date: _____ **Place:** Sacramento, California

Parties: Sacramento City Unified School District, a political subdivision of the State of California, (hereinafter referred to as the "District"); and RGM Kramer, Inc.* (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 47th Avenue, Sacramento, CA 95824.

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

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

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

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

ARTICLE 1. SERVICES.

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

COVID-19 Readiness Assessment Management: Oversee and coordinate architectural inspection and assessment of facilities and readiness planning on behalf of the District. Contractor will provide Principal Oversight, Administrative Support, and staff to walk up to three Readiness Assessment teams through District sites. Construction Management to address any additional improvements identified is optional on an as-needed basis.

COVID-19 Signage and mapping Management: Facilitate and coordinate architectural signage and mapping assessment and planning. Review draft and final assessment and planning documents and maps that will outline the quantity and type of COVID-19 signage needed at each site. The assessment and planning documents will also identify appropriate locations for the installation of outdoor hydration stations and the identification of potential outdoor learning spaces.

Renaming of School Sites: Facilitate and coordinate the ad hoc committee to rename Kit Carson International Academy, Peter Burnett Elementary, and Sutter Middle School.

ARTICLE 2. TERM.

This Agreement shall commence on November 19, 2020, and continue through March 30, 2021, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

ARTICLE 3. PAYMENT.

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

Fee Rate: Work will be performed on a time and expense basis per the rates in Exhibit B as may be requested by District. Total fee shall not exceed Three Hundred Fifty-One Thousand, Six Hundred Fifty Dollars (\$351,650).

Payment shall be made within 30 days upon submission of periodic invoice(s) to the attention of Nathaniel Browning, Director, Facilities Support Services at nathaniel-browning@scusd.edu with a copy to invoices@scusd.edu.

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.

District has determined that services performed under this Agreement will result in limited contact with pupils. Contractor is required to comply with the conditions listed in Exhibit A, Contractor's Certification of Compliance. If the Contractor is unwilling to comply with these requirements, the Contractor's employees may not enter any school site until the Contractor provides the certification of fingerprinting clearance by the DOJ for employees providing services. These requirements apply to self-employed contractors.

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, and including without limitation all consequential damages, 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 the Parties 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; or (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.

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. If the cost to the District exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District. Written notice by the District shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.

ARTICLE 11. ASSIGNMENT.

This Agreement is for personal services to be performed by the Contractor. 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
Attn: Jessica Sulli, Contracts
PO Box 246870
Sacramento CA 95824-6870

Contractor:
RGM Kramer, Inc.
Attn: Ralph Caputo
3230 Monument Way
Concord, CA 94518

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 Contractor 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.

To the extent the Agreement exceeds an expenditure above the amount specified in Education Code section 17605, this Agreement, as to any such exceeded amount, is not enforceable and is invalid unless and until the exceeded amount 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.

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

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

RGM KRAMER, INC.

By: _____
Rose Ramos
Chief Business Officer

By: _____
Ralph Caputo
CEO

Date

Date

EXHIBIT A

CONTRACTOR CERTIFICATION of COMPLIANCE

Fingerprinting: Education Code section 45125.1 provides that any contractor providing school site administrative or similar services to a school district must certify that employees who may come into contact with pupils have not been convicted of a serious or violent felony as defined by law. Those employees must be fingerprinted and the Department of Justice (DOJ) must report to the Contractor if they have been convicted of such felonies. No person convicted may be assigned to work under the contract. Depending on the totality of circumstances including (1) the length of time the employees will be on school grounds, (2) whether pupils will be in proximity of the site where the employees will be working and (3) whether the contractors will be working alone or with others, the District may determine that the employees will have only limited contact with pupils and neither fingerprinting nor certification is required.

The District has determined that section 45125.1 is applicable to this Agreement, and that the employees assigned to work at a school site under this Agreement will have only limited contact with pupils, provided the following conditions are met at all times:

1. Employees shall not come into contact with pupils or work in the proximity of pupils at any time except under the direct supervision of school district employees.
2. Employees shall use only restroom facilities reserved for District employees and shall not use student restrooms at any time.
3. Contractor will inform all employees who perform work at any school or District site of these conditions and require its employees, as a condition of employment, to adhere to them.
4. Contractor will immediately report to District any apparent violation of these conditions.
5. Contractor shall assume responsibility for enforcement of these conditions at all times during the term of this Agreement.

If, for any reason, the Contractor cannot adhere to the conditions stated above, the Contractor shall immediately so inform the District and shall assign only employees who have been fingerprinted and cleared for employment by the Department of Justice. In that case, the Contractor shall provide to the District the names of all employees assigned to perform work under this Agreement. Compliance with these conditions, or with the fingerprinting requirements, is a condition of this Agreement, and the District reserves the right to suspend or terminate the Agreement at any time for noncompliance.

Ralph Caputo, CEO

Date

EXHIBIT B



CONSTRUCTION PROGRAM
and MANAGEMENT SERVICES

November 12, 2020

Rose Ramos
Chief Business Officer
Sacramento City Unified School District
5735 47th Ave
Sacramento, CA 95824
rose-f-ramos@scusd.edu

RE: Fee Proposal

- Point of Contact for PBK COVID Readiness Assessments
- Point of contact for HMC/RGA COVID Signage and Mapping
- Coordination for Renaming of School Facilities

We are pleased to provide this Proposal to assist the District with interim staffing augmentation:

COVID-19 Readiness Assessments

Phase 1 – Facilitate and Coordinate Architectural COVID-19 Readiness Assessments	Budget: \$ 91,000
Phase 2 – Construction Management (Optional)	<u>Budget: \$ 117,700</u>
Total Planning and Construction Management	Total: \$206,700

COVID Signage and Mapping

Phase 1 – Facilitate and Coordinate Architectural Signage and Mapping Assessment	Budget: \$ 35,600
Phase 2 – Construction Management (Optional)	<u>Budget: \$ 72,250</u>
Total Planning and Construction Management	Total: \$110,850

Renaming of School Facilities	Budget: \$ 29,600
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Reimbursable Allowance	<u>Budget: \$ 2,500</u>
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Proposal Total (see attached breakdown)	Total Budget: \$351,650
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Work will be performed on a time and expense basis and invoiced monthly. Any savings from the projected budget will accrue to the District. Additional time or other services authorized by the District will be billed at standard hourly basis.

Phase 2 - Construction Phase Management Services is Optional, as the District may complete the work with District staff in lieu of Trade Contracting.

Respectfully Submitted,

A blue ink signature of Ralph Caputo, CEO, written over a white background.

Ralph Caputo, CEO

RGM Kramer, Inc
3230 Monument Way
Concord, CA 94518
925.6 71.7717
FAX: 925.6 71.7788
www.rgmkramer.com
CSL# 509513

**Sacramento City Unified School District
Fee Estimate**

12-Nov-20



1. COVID Readiness Assessments
2. COVID Signage and Mapping Assessment
3. Renaming of School Facilities

Phase 1 - COVID Readiness Assessments (PBK Architects)				
Oversee and Coordinate Architectural Inspection of Facilities and Readiness Planning on behalf of District - 4 Weeks				
	Staff	Hours	Rate	Total
Team 1	Sr.PM	160	\$ 175	\$ 28,000
Team 2	PM	160	\$ 160	\$ 25,600
Team 3	Assist PM	160	\$ 155	\$ 24,800
Principal Oversight	Principal	50	\$ 200	\$ 10,000
Administrative Support	Admin	40	\$ 65	\$ 2,600
Subtotal				\$ 91,000
Phase 2 - Implementation - Project Management - 6 Weeks (Optional)				
	Staff	Hours	Rate	Total
Meetings with Administrative Staff and Architect to review scope and develop plan to implement readiness measures. Assist in preparation of bid documents and facilitate bidding and award. Assist District Issue contracts and manage construction operations and closeout.	Sr.PM	240	\$ 175	\$ 42,000
	PM	200	\$ 160	\$ 32,000
	PE	200	\$ 125	\$ 25,000
	Contr Mgr	80	\$ 135	\$ 10,800
	Principal	20	\$ 200	\$ 4,000
	Admin	60	\$ 65	\$ 3,900
Subtotal			Optional	\$ 117,700
Total Planning and Construction Management	Time and Expense Budget			\$ 208,700
Phase 1 - COVID Signage and Mapping (HMC/RGA)				
	Staff	Hours	Rate	Total
Coordinate Architects Assessments for Signage and Mapping	Sr.PM	160	\$ 175	\$ 28,000
Review draft and final assessments with District and design team	Admin	40	\$ 65	\$ 2,600
	Principal	40	\$ 200	\$ 8,000
Sub Total				\$ 38,600
Phase 2 - Bidding and Construction Management (Optional)				
	Staff	Hours	Rate	Total
Review assessment with District and Architect; develop bidding and construction strategies; assist in preparation of bidding and award processes; provide construction administration and management	Sr.PM	200	\$ 175	\$ 35,000
	Assist PM	120	\$ 155	\$ 18,600
	Contr Mgr	50	\$ 135	\$ 6,750
	Admin	60	\$ 65	\$ 3,900
	Principal	40	\$ 200	\$ 8,000
Subtotal			Optional	\$ 72,250
Total Planning and Construction Management	Time and Expense Budget			\$ 110,850
Renaming of Schools - Dec 1, 2020 through March 2021				
	Staff	Hours	Rate	Total
Assist the District and Committee members coordinate the renaming of District Schools	Sr.PM	120	\$ 175	\$ 21,000
	Admin	40	\$ 65	\$ 2,600
	Principal	30	\$ 200	\$ 6,000
Estimated Fee Total - Reconfiguration Options	Time and Expense Budget			\$ 29,600
Reimbursable Allowance - All Projects	Allowance			\$ 2,500
Total Estimated Fees - All Projects	Total Recommended Budget			\$ 351,650

Work will be performed on a time and expense basis and invoiced monthly. Any savings from the projected budget will accrue to the District. Additional time or other services needed and authorized by the District will be billed on an hourly basis.

Phase 2 - Construction implementation is Optional, as the District may complete the work with District staff in lieu of Trade Contracting.

RGM Kramer, Inc
3230 Monument Way
Concord, CA 94518
(925) 671-7717
www.rgmkramer.com
CSL No: 508513



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1b

Meeting Date: November 19, 2020

Subject: Approve Personnel Transactions

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

Division: Human Resources Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

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

Documents Attached:

1. Certificated Personnel Transactions Dated November 19, 2020
2. Classified Personnel Transactions Dated November 19, 2020

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A Aguilar, Superintendent</p>

Attachment 1: CERTIFICATED 11/19/2020

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
BINGHAM	JOYCELYN	B	Teacher, Resource, Special Ed.	ABRAHAM LINCOLN ELEMENTARY	10/13/2020	6/30/2021	EMPLOY PROB 10/13/20
BINGHAM	JOYCELYN	B	Teacher, Resource, Special Ed.	SEQUOIA ELEMENTARY SCHOOL	10/13/2020	6/30/2021	EMPLOY PROB 10/13/20
FERGUSON	JANE	B	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	10/5/2020	6/30/2021	EMPLOY PROB 10/5/20
NAVARRO	AVELINA	0	Teacher, Resource, Special Ed.	FERN BACON MIDDLE SCHOOL	10/19/2020	6/30/2021	EMPLOY PROB 10/19/20
STEIN	CHARLES	B	Teacher, K-8	MARTIN L. KING JR ELEMENTARY	10/13/2020	6/30/2021	EMPLOY PROB 10/13/20
VIERRA	CYNTHIA	B	Teacher, Resource, Special Ed.	JOHN D SLOAT BASIC ELEMENTARY	9/29/2020	6/30/2021	REEMPLOY PROB 9/29/20
WALKER	JENNIFER	B	Assistant Principal, Middle Sc	CALIFORNIA MIDDLE SCHOOL	11/16/2020	6/30/2021	EMPLOY PROB 11/16/20
LEAVES							
ALVA	CHRISTINA	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	9/28/2020	2/23/2021	LOA (PD) FMLA/CFRA/HE 11/5/20-2/23/21
AOUN	LORI	A	Principal, Elementary School	SUTTERVILLE ELEMENTARY SCHOOL	8/24/2020	4/9/2021	LOA (PD) FMLA/CFRA/HE 8/24-4/9/2021
DHAH	SARAH	B	Supervisor, Special Education	SPECIAL EDUCATION DEPARTMENT	10/5/2020	12/4/2020	LOA (PD) FMLA/CFRA/BB 10/5-12/4/20
DHAH	SARAH	B	Supervisor, Special Education	SPECIAL EDUCATION DEPARTMENT	12/5/2020	12/18/2020	LOA (PD) FFCRA/FMLA/CFRA/FAM 12/5-18/20
DHAH	SARAH	B	Supervisor, Special Education	SPECIAL EDUCATION DEPARTMENT	12/19/2020	6/30/2021	LOA RTN (PD) FFCRA/FMLA/CFRA 12/19/20
EDWARDS	NANCY	A	Teacher, Resource, Special Ed.	JOHN BIDWELL ELEMENTARY	9/8/2020	10/2/2020	LOA (PD) FMLA/CFRA/HE 9/8-10/2/20
EDWARDS	NANCY	A	Teacher, Resource, Special Ed.	JOHN BIDWELL ELEMENTARY	10/3/2020	12/8/2020	LOA EXT(PD) FMLA/CFRA/HE 10/3-12/8/20
EDWARDS	NANCY	A	Teacher, Resource, Special Ed.	JOHN BIDWELL ELEMENTARY	12/9/2020	1/5/2021	LOA (PD) 12/9/20-1/5/21
FOX	STEPHANIE	A	School Nurse	HEALTH SERVICES	7/1/2020	12/18/2020	AMEND EXT LOA (PD) 7/1/20-12/18/20
GRAY	JESSICA	A	School Social Worker	INTEGRATED COMMUNITY SERVICES	11/5/2020	1/3/2021	LOA (PD) 11/5/20-1/3/21
HOLDEN	JENNIFER	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	6/16/2020	6/30/2020	LOA (UNPD) 6/16-6/30/20
KING	MARY	A	Teacher, Spec Ed	H.W. HARKNESS ELEMENTARY	9/29/2020	10/30/2020	LOA (PD) FMLA/CFRA/HE 9/29-10/30/20
KING	MARY	A	Teacher, Spec Ed	H.W. HARKNESS ELEMENTARY	10/31/2020	6/30/2021	LOA RTN (PD) 10/31/20
LAM	LAUREN	A	Teacher, Resource, Special Ed.	SPECIAL EDUCATION DEPARTMENT	9/1/2020	12/31/2020	LOA (PD) FMLA/CFRA 9/1/20-12/31/2020
LO	NGA	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	9/1/2020	10/30/2020	LOA (PD) FMLA/CFRA 9/1-10/30/20
LO	NGA	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	10/31/2020	6/30/2021	LOA RTN (PD) FMLA/CFRA/BB 10/31/20
NGUYEN	PHUONG	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	12/3/2020	2/28/2021	LOA(PD) HE 12/3-2/28/21
NGUYEN	PHUONG	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	3/1/2021	6/30/2021	LOA RTN (PD) 3/1/21
PROWELL	SAMUEL	A	Teacher, Elementary	CALEB GREENWOOD ELEMENTARY	10/24/2020	6/30/2021	LOA RTN (PD) FMLA/CFRA 10/24/20
RIDENOUR	CRISTINA-ANGELITA	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	3/4/2021	6/30/2021	LOA RTN (PD) FMLA/CFRA 3/4/21
SEKIKAWA	GARY	A	Teacher, Elementary	SUTTERVILLE ELEMENTARY SCHOOL	11/12/2020	12/2/2020	LOA EXT (PD) FMLA/CFRA/HE 11/12-12/2/20
SEKIKAWA	GARY	A	Teacher, Elementary	SUTTERVILLE ELEMENTARY SCHOOL	12/3/2020	6/30/2021	LOA (PD) HE 12/3/20-6/30/21
SHANNON	AMBER	C	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	9/1/2020	10/26/2020	LOA (PD) 9/1-10/26/20
SHANNON	AMBER	C	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	10/27/2020	6/30/2021	LOA RTN (PD) 10/27/20
SLOAT	KATIE	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	12/5/2020	6/30/2021	LOA (UNPD) PARENTAL12/5/20-6/30/21
XIONG	VANNA	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	9/29/2020	10/4/2020	LOA EXT (PD) 9/29-10/4/20
XIONG	VANNA	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	10/5/2020	6/30/2021	LOA RTN (PD)10/5/20
RE-ASSIGN/STATUS CHANGE							
AVELAR	THOMAS	A	Counselor, Middle School	FERN BACON MIDDLE SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
CENTENO	JORLINIS	B	Teacher, High School	CAPITAL CITY SCHOOL	10/7/2020	6/30/2021	STCHG 10/7/20
GARCIA	KATHERINE	A	Teacher, Elementary Spec Subj	WASHINGTON ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
KATZ	NOVA	B	Coor I Instructional Tech	INFORMATION SERVICES	9/21/2020	6/30/2021	REA/STCHG 9/21/20
MUSSER	LISA	B	Coor II Health Services	HEALTH SERVICES	10/26/2020	6/30/2021	REA/STCHG 10/26/20
NELSON	INGRID	Q	Assistant Principal, Elem Sch	JOHN D SLOAT BASIC ELEMENTARY	10/1/2020	6/30/2021	REA/STCHG 10/1/20
NGUYEN	AMANDA	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/3/2020	6/30/2021	STCHG 9/3/20
STOCKDALE	LUTISHA	B	Assistant Principal, Middle Sc	KIT CARSON INTL ACADEMY	9/28/2020	6/30/2021	REA/STCHG 9/28/20
SEPARATE / RESIGN / RETIRE							
HOLDEN	JENNIFER	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	9/23/2020	SEP/RESIGN 9/23/20
MINNICK	AARON	A	Teacher, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	10/6/2020	SEP/TERM 10/6/20
ZARAGOZA-VENTURA	VERONICA	B	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/1/2020	10/16/2020	SEP/RESIGN 10/16/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment

Attachment 2: CLASSIFIED 11/19/2020

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
ELMOUIST	JAY	B	K-12 Project Manager	INFORMATION SERVICES	10/19/2020	6/30/2021	EMPLOY PROB 10/19/20
JACKSON	TYASMON	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	10/12/2020	6/30/2021	EMPLOY PROB 10/12/20
LUERA	EMMA	A	Teacher Assistant, Bilingual	PARKWAY ELEMENTARY SCHOOL	10/26/2020	6/30/2021	REEPLOY 39 MO RR 10/26/20
NARANJO-DIAZ	EFRAIN	B	Instructional Aide	TAHOE ELEMENTARY SCHOOL	10/1/2020	6/30/2021	EMPLOY PROB 10/1/20
PICKAR	JOSEPH	B	Child Welfare & Att Spec	ENROLLMENT CENTER	10/22/2020	6/30/2021	EMPLOY PROB 10/22/20
RAMIREZ FUENTES	CHRISTIAN	B	School Office Manager I	MARTIN L. KING JR ELEMENTARY	10/5/2020	6/30/2021	EMPLOY PROB 10/5/20
RYAN	JOSEPHINE	B	Inst Aid, Spec Ed	THEODORE JUDAH ELEMENTARY	9/24/2020	6/30/2021	EMPLOY PROB 9/24/20
ZAPATA	JENNIE	B	Instructional Aide	PARKWAY ELEMENTARY SCHOOL	10/8/2020	2/28/2021	EMPLOY PROB 10/8/20
LEAVES							
AKULYAN	ANNA	B	Speech-Lang Pathology Asst	SPECIAL EDUCATION DEPARTMENT	10/3/2020	12/31/2020	LOA (PD) FFCRA/FMLA/CFRA 10/3/20-12/31/20
ATKINS	LORETHEA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/6/2020	12/31/2020	LOA (PD) FFCRA/FMLA/CFRA 9/6/20-12/31/20
BROADBENT	MISTY	A	Bus Driver	TRANSPORTATION SERVICES	10/6/2020	12/11/2020	LOA (PD) FFCRA/FMLA/CFRA 10/6/20-12/11/20
BROADBENT	MISTY	A	Bus Driver	TRANSPORTATION SERVICES	12/12/2020	6/30/2021	LOA RTN 12/12/20
CHU	MELODY	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	2/28/2021	LOA RTN 9/3/20
DARVELL	SAMANTHA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	12/4/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
DARVELL	SAMANTHA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	1/31/2021	LOA RTN 12/5/20
DIAZ	EVA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	12/1/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/1/20
FAIRBANKS	TIMOTHY	A	Security Officer	SECURITY SERVICES	8/13/2020	11/21/2020	LOA (PD) FFCRA/FMLA/CFRA 8/13/20-11/21/20
GARCIA	MELIZA	A	Bus Driver	TRANSPORTATION SERVICES	10/15/2020	12/24/2020	LOA (PD) HE 10/15/20-12/24/20
GARCIA	MELIZA	A	Bus Driver	TRANSPORTATION SERVICES	12/25/2020	6/30/2021	LOA RTN 12/25/20
GONZALEZ	MARIA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	12/4/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
GONZALEZ	MARIA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	5/31/2021	LOA RTN 12/5/20
KHAO ON	SOMKIT	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	11/30/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
LAMELL	JULIEANN	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	9/3/2020	12/4/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
LAMELL	JULIEANN	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	12/5/2020	6/30/2021	LOA RTN 12/5/20
LAWRENCE	LANCE	A	Applications Spec III	INFORMATION SERVICES	10/13/2020	10/26/2020	LOA (PD) FMLA/CFRA 10/13/20-10/26/20
LAWRENCE	LANCE	A	Applications Spec III	INFORMATION SERVICES	10/27/2020	6/30/2021	LOA RTN 10/27/20
LUTTRELL	TAMI	B	Bus Driver	TRANSPORTATION SERVICES	9/30/2020	12/23/2020	LOA (PD) FMLA/CFRA 9/30/20-12/23/20
MAGALLON DEL TORO	ALMA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	10/31/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
MARTIN	TAHNEE	B	Fd Sv Asst IV	NUTRITION SERVICES DEPARTMENT	9/3/2020	11/26/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-11/26/20
MURILLO DE PENIA	MANUELA	A	Clerk II	WOODBINE ELEMENTARY SCHOOL	11/17/2020	6/30/2021	LOA RTN (PD) FFCRA/FMLA/CFRA/CC 11/17/20
NEWELL	RIKI	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	9/3/2020	12/4/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
NEWELL	RIKI	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	12/5/2020	6/30/2021	LOA RTN 12/5/20
OROZCO V	RAMON	A	Security Officer	SECURITY SERVICES	10/12/2020	10/23/2020	LOA (PD) FFCRA/FMLA/CFRA 10/12/20-10/23/20
OROZCO V	RAMON	A	Security Officer	SECURITY SERVICES	10/24/2020	6/30/2021	LOA RTN 10/24/20
ORTIZ	DENICE	A	Bus Driver	TRANSPORTATION SERVICES	10/9/2020	11/20/2020	LOA (PD) FMLA/CFRA 10/9/20-11/20/20
RAMOS	MARISOL	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	12/4/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
RAMOS	MARISOL	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	6/30/2021	LOA RTN 12/5/20
SARKIN	ROBYN	A	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	9/3/2020	3/15/2021	LOA (PD) FFCRA/HE 9/3/20-3/15/21
TAN	LIYI	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	12/4/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
TAN	LIYI	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	6/31/2021	LOA (UNPD) 12/5/20-6/31/21
VALENTIN	BEULAH	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	11/30/2020	LOA (UNPD) 9/3/20-09/30/21
YU	YANYIN	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/3/2020	12/4/2020	LOA (PD) FFCRA/FMLA/CFRA 9/3/20-12/4/20
YU	YANYIN	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	1/3/2021	LOA (UNPD) 12/5/20-1/3/21
YU	YANYIN	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/4/2021	6/30/2021	LOA RTN 1/4/20
RE-ASSIGN/STATUS CHANGE							
DEL TORO FIGUEROA	ERIKA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	10/22/2020	1/31/2021	POSCHG/STCHG 10/22/20
GRECO	DEBORAH	B	Fund Spec	BUDGET SERVICES	10/26/2020	6/30/2021	REA/STCHG 10/26/20
HANSEN	TIFFANY	B	School Office Manager I	JAMES W MARSHALL ELEMENTARY	10/26/2020	6/30/2021	REA/STCHG 10/26/20
HIRABAYASHI HUTCHINSON	KELLI	A	Campus Monitor	WOODBINE ELEMENTARY SCHOOL	3/27/2020	6/30/2020	STCHG 3/27/20
HOLMGREN	MIRYEA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	11/9/2020	6/30/2021	STCHG 11/9/20
JORDAN	LAUREN	A	Registrar	LUTHER BURBANK HIGH SCHOOL	10/27/2020	6/30/2021	REA 10/27/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
LOPEZ-LARIOS	MONICA	B	Child Welfare & Att Spec	ENROLLMENT CENTER	10/19/2020	6/30/2021	REA/STCHG 10/19/20
THOMAS	AN-MARIE	B	Campus Monitor	AMERICAN LEGION HIGH SCHOOL	11/3/2020	6/30/2021	REA/STCHG 11/3/2020
SEPARATE / RESIGN / RETIRE							
BARTON	BRYAN	A	Registrar	LUTHER BURBANK HIGH SCHOOL	8/10/2020	10/9/2020	SEP/RETIRE 10/9/20
CRAVENHO	TAMMY	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2020	10/23/2020	SEP/RESIGNE 10/23/20
FRAUSTO	ERNESTO	A	Custodian	LUTHER BURBANK HIGH SCHOOL	12/4/2020	12/4/2020	SEP/39MO 12/4/20
GOMEZ	MARTHA	B	Mngr III, Adult Education	NEW SKILLS & BUSINESS ED. CTR	7/1/2020	1/18/2021	SEP/RETIRE 1/18/21
HIGGS	CURTIS	B	Noon Duty	BG CHACON ACADEMY	9/1/2020	10/9/2020	SEP/RESIGN 10/9/20
LATA	SANJESHNI	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2018	4/16/2019	SEP/RESIGN 4/16/19
LATINO	MARGARITA	B	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	7/1/2020	10/27/2020	SEP/RESIGN 10/27/20
SIMPSON	GAYLENE	A	Administrative Asst-EIS	LEARNING SUPPORT UNIT B	7/1/2020	12/31/2020	SEP/RETIRE 12/31/20
THAMES	WILLIAM	A	Campus Monitor	WOODBINE ELEMENTARY SCHOOL	10/1/2020	10/9/2020	SEP/RESIGN 10/9/20
WEATHERSBY	EMMITT	A	Inst Aid, Spec Ed	SAM BRANNAN MIDDLE SCHOOL	7/1/2020	11/20/2020	SEP/RESIGN 11/20/20



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1c

Meeting Date: November 19, 2020

Subject: Approve Donations to the District for the Period of October 1-31, 2020

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

Division: Business Services

Recommendation: Accept the donations to the District for the period of October 1-31, 2020.

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

Financial Considerations: None

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

Documents Attached:

1. Donations Report for the period of October 1-31, 2020

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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B OF A - BANK OF AMERICA

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BA21-0000234	Posted	(0282-2) PHOEBE A HEARST ELE	6363	Check	10/09/20	2836				Laptops for Teachers, P Hear:	16,708.13
01-0812-0-8690-		- - - -0282-				16,708.13					

Total for Sacramento City Unified School District 16,708.13

Fund-Object Recap

01-8690	Donation Board Acknowledgement	16,708.13
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Fund 01 - General Fund 16,708.13

Fiscal Year 2021

Total for Sacramento City Unified School District 16,708.13

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 10/1/2020, Ending Receipt Date = 10/31/2020, User Created = N, On Hold? = N, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE

Page 1 of 3

BOTW AP - Bank of the West (AP)											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BW21-0000191	Posted	(3425) UNITED WAY CALIFORNIA	6322	Check	10/06/20	59234			BOTW100620	DONATION, UNITED WAY, C	149.38
	09-0812-0-8690-	- - - -0505-				149.38					
BW21-0000255	Posted	(000454) BENEVITY FUND	6348	Check	10/26/20	431259			BOTW201028	INTEL VOLUNTEERS, BENE'	7,709.30
	01-0812-0-8690-	- - - -0130-				7,709.30					
BW21-0000256	Posted	(0130-2) GOLDEN EMPIRE ELEMI	6348	Check	10/26/20	3148			BOTW201028	LEADER IN ME PRGM, GOLI	3,000.00
	01-0812-0-8690-	- - - -0130-				3,000.00					
BW21-0000257	Posted	(0130-2) GOLDEN EMPIRE ELEMI	6348	Check	10/26/20	3149			BOTW201028	INSTRUCTION MTL LAB, GC	250.00
	01-0812-0-8690-	- - - -0130-				250.00					
BW21-0000258	Posted	(3680) PG&E	6348	Check	10/26/20	1110182739			BOTW201028	BLACKBAUD GIVING FD, PC	480.00
	01-0812-0-8690-	- - - -0415-				480.00					

Total for Sacramento City Unified School District 28,296.81

Fund-Object Recap

01-8690	Donation Board Acknowledgement	11,439.30
	Fund 01 - General Fund	11,439.30
09-8690	Donation Board Acknowledgement	149.38
	Fund 09 - Charter School	149.38
	Total for Sacramento City Unified School District	28,296.81

Org Recap

Sacramento City Unified School District	
C - Check	16,708.13

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 10/1/2020, Ending Receipt Date = 10/31/2020, User Created = N, On Hold? = N, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE

BOTW AP - Bank of the West (AP)

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
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Org Recap

Sacramento City Unified School District (continued)

C - Check	11,588.68
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Report Total	28,296.81
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* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 10/1/2020, Ending Receipt Date = 10/31/2020, User Created = N, On Hold? = N, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE	ONLINE
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1d

Meeting Date: November 19, 2020

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

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

Division: Business Services

Recommendation: Approve attached list of warrants and checks.

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

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

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

Documents Attached:

1. Warrants, Checks and Electronic Transfers – October 2020

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
October 2020

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount by Fund</u>	<u>Total by Account</u>
County Accounts Payable Warrants for Operating Expenses	97385873 - 97386611	General (01)	\$ 7,599,721.77	
		Charter (09)	\$ 39,107.50	
		Adult Education (11)	\$ 34,617.79	
		Child Development (12)	\$ 29,744.82	
		Cafeteria (13)	\$ 1,665,579.69	
		Building (21)	\$ 3,180,970.22	
		Developer Fees (25)	\$ 1,800.00	
		Payroll Revolving (76)	\$ 29,752.48	
				<u>\$ 12,581,294.27</u>
Cash Revolving Checks for Emergency Accounts Payable and Payroll	00002011 - 00002014	General (01)	\$ 3,034.34	
		Self Insurance (67/68)	\$ 2,411.57	
		Payroll Revolving (76)	\$ 14,374.75	
				<u>\$ 19,820.66</u>
Payroll and Payroll Vendor Warrants	97860929 - 97861675	General (01)	\$ 940,242.41	
		Charter (09)	\$ 35,943.67	
		Adult Education (11)	\$ 5,762.88	
		Child Development (12)	\$ 59,521.19	
		Cafeteria (13)	\$ 71,886.48	
		Payroll Revolving (76)	\$ 3,038,698.16	
Payroll and Payroll Vendor ACH and Direct Deposit	EFT-00000046 - EFT-00000047 ACH-01326020 - ACH-01331612	General (01)	\$ 15,063,242.77	
		Charter (09)	\$ 497,695.77	
		Adult Education (11)	\$ 203,549.34	
		Child Development (12)	\$ 388,265.63	
		Cafeteria (13)	\$ 401,927.75	
		Building (21)	\$ 25,213.29	
		Self Insurance (67/68)	\$ 24,166.26	
		Payroll Revolving (76)	\$ 59,105.33	
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700349343 - 9700349348	General (01)	\$ 723.71	
		Payroll Revolving (76)	\$ 1,371,283.29	
				<u>\$ 1,372,007.00</u>
Total Warrants, Checks, and Electronic Transfers				<u>\$ 34,788,342.86</u>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1e

Meeting Date: November 19, 2020

Subject: Approve Revision of Board Bylaw 9270: Conflict of Interest

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

Division: Legal Services

Recommendation: Approve revision to Board Bylaw 9270: Conflict of Interest.

Background/Rationale: The Political Reform Act requires every local government agency to review and revise if necessary, its conflict-of-interest bylaw biennially. As required, by October 1, 2020, the District submitted to the County Board of Supervisors a notice indicating that an amendment to the Bylaw is necessary. Previous updates to Board Bylaw 9270 have occurred in 2018, and in every even year previous thereto.

On October 15, 2020, the Board approved updates to Board Bylaw 9270 based on the model bylaw 9270 provided by CSBA's Gamut service. Thereafter, the County Clerk of the Board Office (COB) indicated an additional update needed to be made to include language not included in the CSBA Gamut model bylaw; specifically, that Board members and designated employees are required to file their Statement of Economic Interest/Form 700 electronically with the Sacramento County COB.

Financial Considerations: None

Documents Attached:

1. BB 9270 Red Lined
2. 2020 Biennial Notice

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

Sacramento City USD

Board Bylaw

Conflict Of Interest

BB 9270

Board Bylaws

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.

(cf. 9005 - Governance Standards)

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or

designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 electronically with the Sacramento County Clerk of the Board Office (COB) in accordance with the disclosure categories specified in the district's conflict of interest code. Other designated employees will file internally within the District. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6) A newly elected or appointed Board member or a newly hired employee in a designated position shall, within 30 days, file an Assuming Office statement covering the 12 months prior to the date the assuming office or position date. The statements of Board members and the Superintendent shall be available through the Sacramento County Clerk of the Board Office for public inspection and reproduction. (Government Code 81008)

Upon receiving the statements from other designated employees, the District shall make and retain copies.

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the Board member, designated employee, or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A Board member, designated employee, or other person in a designated position makes a governmental decision when he/she, acting within the authority of his/her office or position, authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract in which he/she has only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract in which his/her interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of his/her spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

DESIGNATED POSITIONS/DISCLOSURE CATEGORIES

Category 1

Persons occupying the following positions are designated employees in Category 1:

Members of the Board of Education
Superintendent
Deputy Superintendent
Chief Academic Officer
Chief Business Officer
Chief Communications Officer
Chief Human Resources Officer
Chief Continuous Improvement and Accountability Officer
Chief Information Officer

Designated persons in this category must report:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries or of any land owned or used by the district. Such interests shall include any leasehold, beneficial or ownership interest or option to acquire such interest in real property;

b. Investments or business positions in or income from sources which:

(1) Are engaged in the acquisition or disposal of real property within the district;

(2) Are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district; or

(3) Manufacture or sell supplies, books, machinery or equipment of the type used by the district.

Category 2

Persons occupying the following positions are designated employees in Category 2:

Deputy Superintendent's Office

Assistant Superintendent Student Support Services
Director, Student Support & Health Services
Director, Enrollment and Attendance Center
Director, Student Services and Alternative Education
Director, Youth Development
Director, Behavior and Re-Entry
In-House Counsel
Safe Schools Director

Academic Office

Instructional Assistant Superintendent
Assistant Superintendent, Curriculum and Instruction
Director, Social & Emotional Learning
Director, Child Development
Director, Multilingual Education
Director, Multi-Tiered Systems of Support
Director, Adult Education
Director, Career Readiness and Specialty Programs

Assistant Superintendent, Special Education, Innovation and Learning
Director, Special Education Local Plan Area (SELPA)
Administrator, Teaching and Learning

Business Services

Assistant Superintendent, Facility Support Services
Director, Nutrition
Director, Distribution Services
Director, Capital Projects, Facilities and Resource Management
Director, Facilities Management and Operations
Director, Accounting Services
Director, Budget and Fiscal Services
Director, Compensation and Benefits
Manager, Purchasing
Human Resource Services

Director, Employee Relations
Director, Human Resource Services (Departments)
Director, Human Resource Services (Elementary)
Director, Human Resource Services (Secondary)

Continuous Improvement and Accountability

Director, Strategy and Innovation
Director, Innovative Schools
Director, State and Federal
Director, Guidance and Counseling
Director, Master Schedule

Technology Services

Director, Student and Data Systems
Communications
Manager, Communications Office

Designated persons in this category must report investments or business positions in or income from sources which:

- a. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs; or
- b. Manufacture or sell supplies, books, machinery or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis, as recommended by General Counsel to the Superintendent and the Board of Trustees. The determination shall be written and include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict-of-interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

- a. Approve a rate, rule or regulation
- b. Adopt or enforce a law
- c. Issue, deny, suspend or revoke a permit, license, application, certificate, approval, order or similar authorization or entitlement
- d. Authorize the district to enter into, modify or renew a contract that requires district approval
- e. Grant district approval to a contract or contract specifications which require district approval and in which the district is a party
- f. Grant district approval to a plan, design, report, study or similar item
- g. Adopt or grant district approval of district policies, standards or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict-of-interest code. (2 CCR 18701)

Legal Reference:

EDUCATION CODE

1006 Qualifications for holding office

35107 School district employees

35230-35240 Corrupt practices, especially:

35233 Prohibitions applicable to members of governing boards

41000-41003 Moneys received by school districts

41015 Investments

FAMILY CODE

297.5 Rights, protections, and benefits of registered domestic partners

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

81000-91014 Political Reform Act of 1974, especially:

82011 Code reviewing body

82019 Definition, designated employee

82028 Definition, gift

82030 Definition, income

82033 Definition, interest in real property

82034 Definition, investment

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

89506 Ethics; travel

91000-91014 Enforcement

PENAL CODE

85-88 Bribes

REVENUE AND TAXATION CODE

203 Taxable and exempt property - colleges

CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:

18700-18707 General prohibitions

18722-18740 Disclosure of interests

18753-18756 Conflict of interest codes

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655

Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

ATTORNEY GENERAL OPINIONS

92 Ops.Cal.Atty.Gen. 26 (2009)

92 Ops.Cal.Atty.Gen. 19 (2009)

89 Ops.Cal.Atty.Gen. 217 (2006)

86 Ops.Cal.Atty.Gen. 138(2003)

85 Ops.Cal.Atty.Gen. 60 (2002)

82 Ops.Cal.Atty.Gen. 83 (1999)

81 Ops.Cal.Atty.Gen. 327 (1998)

80 Ops.Cal.Atty.Gen. 320 (1997)

69 Ops.Cal.Atty.Gen. 255 (1986)

68 Ops.Cal.Atty.Gen. 171 (1985)

65 Ops.Cal.Atty.Gen. 606 (1982)

63 Ops.Cal.Atty.Gen. 868 (1980)

Management Resources:

CSBA PUBLICATIONS

Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July

2010

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

CSBA: <http://www.csba.org>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

Bylaw SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

revised: April 2, 2001

revised: March 3, 2005

revised: November 6, 2008

revised: December 10, 2009

revised: November 4, 2010

revised: December 20, 2012

revised: December 18, 2014

revised: December 8, 2016

revised: October, 2018

revised: November 26, 2018

revised: TBD

Clerk of the Board of Supervisors
Florence H. Evans



Board of Supervisors
Phil Sema – District 1
Patrick Kennedy – District 2
Susan Peters – District 3
Sue Frost – District 4
Don Nottoli – District 5

County of Sacramento

June 30, 2020

Raoul Bozio, Filing Official
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Subject: 2020 Biennial Notice for Conflict of Interest Codes

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions. Please review your conflict of interest code and complete this form by checking the applicable boxes below.

If amendment is required check all that apply below:

An amendment is required. The following amendments are necessary and reflected on this form as indicated below **and** reflected in the attached approved proposed code and red-line copy of the amendments:

- Includes new positions
- Revised disclosure categories
- Revised the titles of existing positions
- Deleted titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- Other (*describe*) _____
- Attached is the agency approved proposed Conflict of Interest Code
- Attached is the red-line copy of the amendments (required to attach)

If code is under review by the code reviewing body check box below:

- The code is currently under review by the Sacramento County Board of Supervisors (code reviewing body). Date code was submitted for review _____.

If no amendment is required check box below:

- No amendment is required. (Attach a copy of the code if five or more years old - amendments may be necessary).

Verification (MUST BE COMPLETED WITH OR WITHOUT AN AMENDMENT)

This agency's code accurately designates all positions that make or participate in

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Don Nottoli – District 5

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the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer _____

Date 9/28/20

All agencies must complete and return this notice regardless of how recent the code was approved or amended. **Please return this notice no later than October 1, 2020, attention Clarice Thomas, Clerk of the Board Department, 700 H Street, Suite 2450, Sacramento, California 95814.**

See the Quick Reference Work Flow Sheet for an overview of the biennial process. If you have any questions, please contact Clarice Thomas at (916) 876-9702 or Form700@saccounty.net.

Sincerely,

Clarice Thomas
Form 700 Coordinator
County of Sacramento

Attachment: Quick Reference Work Flow Sheet (following below)

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Florence H. Evans



Board of Supervisors
Phil Serna – District 1
Patrick Kennedy – District 2
Susan Peters – District 3
Sue Frost – District 4
Don Nottoli – District 5

County of Sacramento

**QUICK REFERENCE WORK FLOW SHEET
2020 BIENNIAL NOTICE – CONFLICT OF INTEREST CODE REVIEW**

Amended code is submitted (see Steps 1 – 6)

Step 1:

Complete the 2020 Biennial Notice form and check the applicable box(es) under the section "An amendment is required". Obtain the signature of the agency chief executive officer/administrator and return the form and appropriate attachments to the Form 700 Coordinator. ***A copy of the proposed code and a copy of the red-line version must be attached.**

Step 2:

When the proposed amended code is received by the Form 700 Coordinator it is placed on the Board agenda as a communication received & referred item to the Clerk for processing.

Code is currently under review by Board of Supervisors (see Steps 3 – 6)

Step 3:

The proposed amended code is reviewed:

- (a) if the amendments are clear and meets FPPC standards the code moves to Step 4 and is placed on the Board agenda as a consent item for approval.
- OR -
- (b) if the amendments need further clarification or revisions it is returned to the agency for completion.

The code moves to Step 4 once the County completes the review and it meets FPPC standards.

Step 4:

The proposed amended code is placed on the Board agenda as a consent item for the Code Reviewing Body's review and approval (*Board of Supervisors is the code reviewing body*).

Step 5:

After the Board approves the proposed code, the resolution is processed by the Clerk's office. The Form 700 Coordinator will enter the changes in the eDisclosure

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system reflecting the amendments to the agency's code. Once the updates are completed in the system, the agency will be notified by email.

Step 6:

The Form 700 Coordinator will send a copy of the executed resolution and the adopted code to the agency by email confirming the updates that were made in the system and the effective date of the approved code.

As it relates to the County's 2020 Biennial Notice process no further action is required from the agency.

If no amendment is required to the code

Step 1:

Complete the 2020 Biennial Notice form and check the box "No amendment is required". Obtain the signature of the agency chief executive officer/administrator and return the form and appropriate attachments to the Form 700 Coordinator.

See Step 2 if the code is more than five years old.

Step 2:

If the code is more than five years old, attach a copy of the existing approved code. **FPPC suggests codes that are five or more years old generally have amendments.*

As it relates to the County's 2020 Biennial Notice process no further action is required from the agency.

**NON-RESPONDING AGENCIES WILL BE REPORTED TO THE
CODE REVIEWING BODY &
CALIFORNIA FAIR POLITICAL PRACTICES COMMISSION (FPPC)**



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1f

Meeting Date: November 19, 2020

Subject: Approve Exclusive Negotiating Agreement – Extension, 2718 G Street, Old Marshall

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

Division: Facilities Support Services

Recommendation: Approve Exclusive Negotiating Agreement

Background/Rationale: The fourth Exclusive Negotiating Agreement will expire March 31, 2021. This agreement is an extension of the third and will extend the agreement for an additional six months. Both parties desire to renew the agreement to allow sufficient time to identify exchange parameters.

Financial Considerations: None at this time.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Exclusive Negotiating Agreement

<p>Estimated Time of Presentation: N/A Submitted by: Rose Ramos, Chief Business Officer Nathaniel Browning, Director of Facilities Approved by: Jorge A. Aguilar, Superintendent</p>

**EXCLUSIVE NEGOTIATING AGREEMENT
(2718 G STREET, OLD MARSHALL SCHOOL)**

PREAMBLE

This Exclusive Negotiating Agreement (the “Agreement” or “ENA”) is effective on October 1, 2020 (the “Effective Date”) by and between the **Sacramento City Unified School District** (the “District”), **Bardis Homes, Inc.** and **Mogavero Architects** (collectively, “Bardis/Mogavero”) (referred to as the “Parties”).

RECITALS

WHEREAS, Bardis/Mogavero has been selected to acquire and develop the Old Marshall School property located at 2718 G Street, Sacramento, California (“Old Marshall School” or the “Property”) pursuant to its proposal (“Proposal”) dated September 30, 2016 to the District’s Request for Proposals (the “RFP”); and

WHEREAS, Bardis/Mogavero has been engaged in due diligence activities for the development of the Old Marshall School; and

WHEREAS, additional due diligence activities are required before a mutually acceptable agreement can be negotiated for development of Old Marshall.

TERMS AND CONDITIONS

NOW, THEREFORE, the Parties agree as follows:

1. Adoption of Recitals. The foregoing recitals are incorporated herein by this reference.
2. Duration of Exclusive Negotiating Period. The duration of the exclusive negotiating period shall be for a period of six months from the Effective Date through March 31, 2021, unless extended in writing by the Parties.
3. Scope of Exclusive Negotiations. During the ENA period, the Parties agree to negotiate an agreement, subject to ratification by the District, on terms and conditions mutually beneficial and feasible for the Parties in order to achieve the objectives of the successful development of Old Marshall.
4. Costs; Right of Entry Agreement. The District shall not be responsible for any costs incurred by Bardis/Mogavero for development of plans, due diligence testing, or the engagement of any consultants it considers necessary for feasibility or development of the Property, including, but not limited to, development entitlements, loan commitments and CEQA compliance. To facilitate Bardis/Mogavero’s due diligence activities, the Parties will enter into a separate Right of Entry Agreement.

5. Non-Assignability; No Third Party Beneficiaries. The Agreement is non-assignable as it is unique to the Parties. There are no third party beneficiaries.

6. Indemnity. The Parties shall be responsible for their own acts or omissions giving rise to claims of liability or liability and the Party shall be indemnified, defended and held harmless by the Party whose acts or omissions have resulted in claims of liability or liability.

7. Notice. Any notice to be given shall be provided to the following addressees:

For the District:

Rose Ramos
Chief Business Officer, Facility Support Services
Sacramento City Unified School District
425 1st Ave
Sacramento, CA 95818
Phone: (916) 395-3970 Ext. 450005
Email: rose-f-ramos@scusd.edu

For Bardis Homes, Inc.

Katherine Bardis, Co-Founder/Chief Executive Officer
10630 Mather Blvd.
Mather, CA 93655
Phone: (916) 313-3120
Fax: (916) 364-3570
Email: katherine@bardishomes.com

For Mogavero Architects, Inc.

David Mogavero, Principal/Chief Executive Officer
Dominic Mogavero, Development Services
2012 K Street
Sacramento, CA 95811
Phone: (916) 443-1033
Email: dommogavero@mogaveroarchitects.com

Notice may be provided by personal service, regular mail, certified mail, overnight mail with proof of delivery, facsimile with proof of transmission, or by email provided receipt is acknowledged.

8. Entire Agreement; Amendment. This Agreement constitutes the entire understanding between the Parties with respect to the subject matter hereof, superseding all negotiations, prior discussions and preliminary agreements made prior to the date hereof. This Agreement may not be amended except in writing executed by both Parties.

9. Authority; Execution in Counterparts. The persons designated below shall have the power to authorize and designate an agent or representative to sign on behalf of the signatory below by written acknowledgment which shall not be required to be notarized. Signatures may be executed

in counterparts on separate signature pages. Copies of signatures, including facsimile and electronic signatures, shall have the same force and effect as original signatures.

10. Ratification by District. The ENA shall not be effective until ratified by the Board of Education or delegated for approval to the Superintendent or his authorized designee.

EXECUTION

IN WITNESS WHEREOF, the Parties have entered into this Agreement effective as of the last signature date below.

Dated: November ____, 2020 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By _____

Its:

Dated: November ____, 2020 BARDIS HOMES, INC.

By _____

Katherine Bardis,
Co-Founder/Chief Executive Officer

Dated: November ____, 2020 MOGAVERO ARCHITECTS

By _____

David Mogavero,
Principal/Chief Executive Officer



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1g

Meeting Date: November 19, 2020

Subject: Approve Notice of Intent to Set the Annual Organizational Meeting Date of December 17, 2020

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

Department: Board of Education/Legal Services

Recommendation: Approve Annual Organization Meeting for December 17, 2020.

Background/Rationale: Pursuant to Ed. Code 35143, the Board of Education is required to set an annual organizational meeting “within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing Board members is conducted shall be held during the same 15-day period on the calendar”.

That 15-day period for 2020 is December 11 – 25, 2020. The day and time of the annual meeting is to be selected by the governing Board at its regular meeting held immediately prior to the first day of such 15-day period, and the Board of Education shall notify the County Superintendent of Schools of the day and time selected.

The designated organizational meeting of the Board of Education is slated for **Thursday, December 17, 2020, at 6:00 p.m.**

LCAP Goal(s): Family and Community Engagement

Financial Considerations: None

Documents Attached:

N/A

Estimated Time of Presentation: N/A

Submitted by: Raoul Bozio, In House Counsel

Approved by: Jorge A. Aguilar, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: November 19, 2020

Subject: Business and Financial Information

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

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale:

- Purchase Order Board Report for the Period of September 15, 2020 through October 14, 2020

Financial Considerations: Reflects standard business information.

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

Documents Attached:

1. Purchase Order Board Report for the Period of September 15, 2020 through October 14, 2020

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Includes Purchase Orders dated 09/15/2020 - 10/14/2020

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00029	T-MOBILE USA INC	T-MOBILE ACCT/ RADIO PHONES FY20/21	BG CHACON ACADEMY	09	1,104.31
B21-00405	D2G Group LLC Dispalys2go	Blanket Purchase Order for plastic shields.	MATERIALS DEVELOPMENT LAB	01	1,500.00
B21-00481	ELEVATOR INDUSTRIES INC	CHAIRLIFTS/ELEVATOR SERVICES #008818	FACILITIES MAINTENANCE	01	73,500.00
B21-00548	NOBILE SAW WORKS	GRAPHIC ARTS SUPPLIES	A.WARREN McCLASKEY ADULT	11	300.00
B21-00549	RAMOS ENVIRONMENTAL SERVICES	GRAPHIC ARTS PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	8,000.00
B21-00550	CINTAS CORP	GRAPHIC ARTS PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	1,200.00
B21-00552	GBC GENERAL BINDING CORP	GRAPHIC ARTS PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	330.00
B21-00553	SACRAMENTO REGIONAL TRANSIT DI STRICT FARE PREPAYMENT DEPT	DEVELOPMENTALLY DISABLED PROGRAM- RT BUS PASSES	A.WARREN McCLASKEY ADULT	11	2,700.00
B21-00554	WHITTIER MAILING PRODUCTS INC	GRAPHIC ARTS PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	300.00
B21-00555	RISO PRODUCTS OF SACRAMENTO	GRAPHIC ARTS PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	2,500.00
B21-00556	KELLY PAPER	GRAPHIC ARTS PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	7,000.00
B21-00557	CASALETT & CO.	GRAPHIC ARTS - BOSTITCH STITCH MASTER	A.WARREN McCLASKEY ADULT	11	200.00
B21-00558	RED DOG SHRED SACRAMENTO	NS ADMIN PAPER SHREDDING	NUTRITION SERVICES DEPARTMENT	13	250.00
B21-00559	ALHAMBRA	ALHAMBRA WATER	LEONARDO da VINCI ELEMENTARY	01	300.00
B21-00560	RALEY'S	FOOD FOR PARENT ENGAGEMENT EVENTS	PARENT ENGAGEMENT	01	2,000.00
B21-00561	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	001259-POSTAGE METER MACHINE RENTAL	LUTHER BURBANK HIGH SCHOOL	01	627.60
B21-00562	ERNEST PACKAGING SOLUTIONS	PACKAGING FOR CURBSIDE FEEDING (COVID)	NUTRITION SERVICES DEPARTMENT	01	4,800.00
B21-00563	VAN DE POL ENTERPRISES	LUBRICANTS/ADDITIVES OIL FOR TRANSPORTATION FLEET	TRANSPORTATION SERVICES	01	15,000.00
B21-00564	VAN DE POL ENTERPRISES	DIESEL FUEL ONLY TRANSPORTATION FLEET	TRANSPORTATION SERVICES	01	275,000.00
B21-00565	SMART & FINAL	SMART & FINAL BLANKET	SUCCESS ACADEMY	01	1,000.00
B21-00566	THE HOME DEPOT PRO	HOME DEPOT BLANKET	SUCCESS ACADEMY	01	1,000.00
B21-00567	PITSCO INC	SUPPLIES FOR ROBOTICS	ALBERT EINSTEIN MIDDLE SCHOOL	01	600.00
B21-00568	TIMS MUSIC	***BLANKET PO***SUPPLIES AND MUSIC BOOKS FOR BAND	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,200.00
B21-00569	VERITIV OPERATING COMPANY	BOXES/PACKAGING FOR CURBSIDE FEEDING (COVID)	NUTRITION SERVICES DEPARTMENT	01	4,800.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00570	SYSTEMS TECH, INC.	FIRE ALARM INSPECTIONS SERVICE FEES	FACILITIES MAINTENANCE	01	20,000.00
B21-00571	T-MOBILE USA INC	HOTSPOTS FOR STUDENTS	BUSINESS SERVICES	01	168,000.00
B21-00572	FLINN SCIENTIFIC INC	CHEMISTRY LAB & INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	3,400.00
B21-00573	AQUATIC RESEARCH ORGANISMS INC	BIOLOGY LAB & INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	600.00
B21-00574	NILES BIOLOGICAL	BIOLOGY LAB & INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	2,700.00
B21-00575	WARDS NATURAL SCIENCE ESTABLISHMENT INC	BIOLOGY LAB & INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	700.00
B21-00576	IRON MOUNTAIN RECORDS MANAGMT	STUDENT RECORDS OFF SITE STORAGE	SPECIAL EDUCATION DEPARTMENT	01	12,000.00
B21-00577	CARMAZZI GLOBAL SOLUTIONS	LANGUAGE INTERPRETING FOR IEP	SPECIAL EDUCATION DEPARTMENT	01	7,500.00
B21-00578	FORTE PIANO SERVICE	REPAIR FOR ACOUSTIC PIANOS	ACADEMIC OFFICE	01	3,000.00
B21-00579	JAMES NAKAYAMA	INSTRUMENT REPAIR	ACADEMIC OFFICE	01	1,500.00
B21-00580	J W PEPPER	MUSIC SHEETS FOR MUSIC DEPT.	ACADEMIC OFFICE	01	5,500.00
B21-00581	SOUTHWEST STRINGS	TO PURCHASE VIOLIN STRINGS	ACADEMIC OFFICE	01	2,000.00
B21-00582	JEFF SAHS DBA JEFF SAHS VIOLINS	MIDDLE SCHOOL STRING INSTRUMENT REPAIR	ACADEMIC OFFICE	01	10,000.00
B21-00583	KLINE MUSIC INC	MUSIC SUPPLIES AS NEEDED	ACADEMIC OFFICE	01	8,000.00
B21-00584	TOM HANNICKEL	INSTRUMENT REPAIRS FOR MIDDLE SCHOOLS	ACADEMIC OFFICE	01	23,000.00
B21-00585	ELESCO CORPORATE	LIGHTING SUPPLIES ELECTRICAL SHOP FOR 2020-2021 SY	FACILITIES MAINTENANCE	01	10,000.00
B21-00586	ARBOR SCIENTIFIC	PHYSICS LAB & INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	1,400.00
B21-00587	ALPHA FIRED ARTS	CERAMICS INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
B21-00588	IMCO	ART INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
B21-00589	GBC GENERAL BINDING CORP	SERVICE FOR LAMINATOR	MARTIN L. KING JR ELEMENTARY	01	600.00
B21-00590	RISO PRODUCTS OF SACRAMENTO	RISO COPIER 2020/2021	MARTIN L. KING JR ELEMENTARY	01	1,000.00
B21-00591	SECURE SCREENING SOLUTIONS INC dba CAPITAL LIVE SCAN	LIVESCAN SERVICES	ACADEMIC OFFICE	01	4,500.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00592	TRIMARK ECONOMY RESTAURANT FIX TURES	SMALLWARE SUPPLIES TO SUPPORT CURBSIDE (COVID)	NUTRITION SERVICES DEPARTMENT	01	10,000.00
B21-00594	DRAGONBERRY PRODUCE INC	PRODUCE FOR SCHOOL SY 20-21	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B21-00595	REV ROBOTICS LLC	**BLANKET ORDER** SUPPLIES FOR ROBOTICS	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,000.00
B21-00596	US FOODSERVICE	US FOODS BLANKET 2020 2021	AMERICAN LEGION HIGH SCHOOL	01	1,000.00
B21-00597	B & H PHOTO	PHOTOGRAPHY INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	1,000.00
B21-00598	LINCOLN AQUATICS	SWIMMING POOL CHEMICALS - JOHN F KENNEDY HS	BUILDINGS & GROUNDS/OPERATIONS	01	10,000.00
B21-00599	SIGNATURE GRAPHICS	0032-409 CALEB GREENWOOD 4TH-BLUEPRINTING SERV	FACILITIES SUPPORT SERVICES	21	200.00
B21-00600	IRON MOUNTAIN RECORDS MANAGMT	STORAGE OF PAYROLL RECORDS 2019/20	EMPLOYEE COMPENSATION	01	19,769.59
B21-00601	MARZETTI FROZEN PASTA INC	PASTA NOODLES FOR THE 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	7,347.06
B21-00602	SUNBUTTER, LLC	SUNBUTTER POUCHES FOR 2020-21	NUTRITION SERVICES DEPARTMENT	13	48,720.00
B21-00603	NARDONE BROTHERS BAKING CO	GARLIC FRENCH BREAD PIZZA FOR 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	172,600.85
B21-00604	INTEGRATED FOOD SERVICE	GRILLED CHEESE SANDWICHES FOR THE 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	53,123.00
B21-00605	HIDDEN VILLA RANCH	HARD COOKED EGGS FOR THE 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	57,440.00
B21-00606	SYSCO FOOD SVCS OF SACRAMENTO	DRINKING WATER FOR LRNG HUB/BLNDED SCHOOLS 20-21SY	NUTRITION SERVICES DEPARTMENT	13	1,500.00
B21-00607	TARRIER FOODS CORP	TRAILMIX AND SNACK FOR SY 2020-21	NUTRITION SERVICES DEPARTMENT	13	58,320.00
B21-00608	GEORGE PERRY & SONS INC	PUMPKINS & MELONS FOR THE 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	15,000.00
B21-00609	FOOD DISTRIBUTORS OF NEVADA SM ARTFOODS4SCHOOLS	NSLP WHOLE GRAIN CRACKERS FOR SY 20-21	NUTRITION SERVICES DEPARTMENT	13	7,360.00
B21-00610	ELSEVIER	VOC NURSE PROGRAM - ENTRANCE EXAM	NEW SKILLS & BUSINESS ED. CTR	11	8,100.00
B21-00611	PRODUCE EXPRESS INC	PRODUCE EXPRESS BLANKET 2020 2021	AMERICAN LEGION HIGH SCHOOL	01	1,000.00
B21-00612	FOLLETT SCHOOL SOLUTIONS	SUPPL LIB SUPPLIES TO SUPPORT/ENHANCE CURRICULUM	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
CHB21-00268	SCUSD - RAY MORGAN CO	CANON COPIER RENTAL	HUBERT H BANCROFT ELEMENTARY	01	3,000.00

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CHB21-00324	RAY MORGAN/SCUSD	MCCLASKEY-COPIER FRONT, LOWER OFFICES, GRAPHIC ARTS	A.WARREN McCLASKEY ADULT	11	8,000.00
CHB21-00325	SCUSD/PAPER	COPY PAPER USAGE 20-21 SCHOOL YEAR	DEPUTY SUPERINTENDENT	01	500.00
CHB21-00326	RAY MORGAN/SCUSD	CANON COPIERS	JOHN H. STILL - K-8	01	9,500.00
CHB21-00327	RAY MORGAN/SCUSD	RAY MORGAN COPIER LEASE	DAVID LUBIN ELEMENTARY SCHOOL	01	4,000.00
CHB21-00328	RAY MORGAN/SCUSD	2020/21 CANON COPIER	JOHN CABRILLO ELEMENTARY	01	2,500.00
CHB21-00329	RAY MORGAN/SCUSD	2020/21 CANON COPY MACHINE RENTAL	ROSA PARKS MIDDLE SCHOOL	01	5,000.00
CHB21-00330	SCUSD - RAY MORGAN CO	COPIER RENTAL 2020/21	CAPITAL CITY SCHOOL	01	3,150.00
CHB21-00331	SCUSD/PAPER	PAPER USAGE FOR 2020-21	COMMUNICATIONS OFFICE	01	150.00
CHB21-00332	OFFICE DEPOT	OFFICE DEPOT	HEALTH PROFESSIONS HIGH SCHOOL	01	16,000.00
CHB21-00333	OFFICE DEPOT	OFFICE DEPOT-OFFICE	ACCELERATED ACADEMY	01	500.00
CHB21-00334	OFFICE DEPOT	OFFICE DEPOT-STUDENT SUPPLIES	ACCELERATED ACADEMY	01	2,000.00
CHB21-00335	RAY MORGAN/SCUSD	CANON COPIER ID # 161911 / 161952	LEATAATA FLOYD ELEMENTARY	01	1,500.00
CHB21-00336	OFFICE DEPOT	Office Depot- FYS Program	FOSTER YOUTH SERVICES PROGRAM	01	2,500.00
CHB21-00337	OFFICE DEPOT	Office Depot - FYS Student Supplies	FOSTER YOUTH SERVICES PROGRAM	01	2,000.00
CHB21-00338	RAY MORGAN/SCUSD	COPIER RENTAL 2020/21 SY	NEW TECH	09	4,300.00
CHB21-00339	OFFICE DEPOT	SCHOOL SUPPLIES	NEW TECH	09	2,000.00
CHB21-00340	OFFICE DEPOT	OFFICE DEPOT - POSTAGE STAMPS	WOODBINE ELEMENTARY SCHOOL	01	1,000.00
CHB21-00341	THE HOME DEPOT PRO	COVID CUSTODIAL SUPPLIES	NEW TECH	09	1,975.00
CHB21-00342	SCUSD - RAY MORGAN CO	COPIER RENTAL 2020-2021	ETHEL I. BAKER ELEMENTARY	01	8,000.00
CHB21-00343	RAY MORGAN - SCUSD	BLANKET ORDER-COPIER 2020-21	CURRICULUM & PROF DEVELOP	01	9,000.00
CHB21-00344	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES 20/21	NEW TECH	09	5,000.00
CS21-00054	CORE DISTRICTS	20-21 CORE AGREEMENT	ACADEMIC OFFICE	01	53,912.00
CS21-00074	JOHN LEWIS	SCIENCE DEPT MATH & SCIENCE PD	HIRAM W. JOHNSON HIGH SCHOOL	01	1,000.00
CS21-00075	THE REGENTS OF UC UNIVERSITY O F CALIFORNIA DAVIS	PROFESSIONAL DEVELOPMENT FOR STAFF	OAK RIDGE ELEMENTARY SCHOOL	01	4,400.00
CS21-00076	JAMES EFFINGER	SCIENCE DEPT PROF DEV	HIRAM W. JOHNSON HIGH SCHOOL	01	930.00
CS21-00077	THE CYPHER HIP HOP WORKSHOPS	CYPHER HIP HOP	WOODBINE ELEMENTARY SCHOOL	01	14,000.00
CS21-00078	CORE INC	SIPPS MOU W/ CORE	WOODBINE ELEMENTARY SCHOOL	01	7,000.00

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CS21-00079	BROOKE PURVES	CJA COLLEGE MENTORING SERVICE AGREEMENT FY21	C. K. McCLATCHY HIGH SCHOOL	01	3,000.00
CS21-00080	NEW TECH NETWORK INC	CONTINUATION FEES 20/21	WASHINGTON ELEMENTARY SCHOOL	01	24,600.00
CS21-00081	SACRAMENTO COUNTY OFFICE OF ED UCATION	FISCAL ADVISOR SERVICES (75% OF FEE)	BUSINESS SERVICES	01	200,000.00
CS21-00082	MARY V GWALTNEY	INDEPENDENT EVALUATIONS	SPECIAL EDUCATION DEPARTMENT	01	20,000.00
CS21-00083	THERESA HANCOCK	SIG - PROF. DEVEL -ACADEMIC VOCABULARY TOOLKIT	H.W. HARKNESS ELEMENTARY	01	8,000.00
CS21-00084	SACRAMENTO COUNTY OFFICE OF ED K12 CURRICULUM & INSTRUCTION	SCOE MOU PROFESSIONAL DEVELOPMENT	WOODBINE ELEMENTARY SCHOOL	01	108,000.00
CS21-00085	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SCOE PROFESSIONAL DEVELOPMENT FOR TEACHERS	MARK TWAIN ELEMENTARY SCHOOL	01	18,000.00
CS21-00086	CALIFORNIA FIRE FIGHTER JOINT APPRENTICESHIP COMMITTEE	CA FIRE FIGHTERS 2020-2021 APPRENTICESHIP PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	417,102.00
CS21-00088	FRANKLIN COVEY CLIENT SALES	SIG - "LEADER IN ME" ADVANCED ANNUAL MEMBERSHIP	H.W. HARKNESS ELEMENTARY	01	10,406.99
CS21-00089	WILLIAM GROSSER	SCIENCE DEPT PROF DEV, SCIENCE & MATH	HIRAM W. JOHNSON HIGH SCHOOL	01	5,500.00
CS21-00090	ALZA STRATEGIES LLC C/O HILLAR Y MCLEAN	ALZA CONSULTING	COMMUNICATIONS OFFICE	01	20,000.00
CS21-00091	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SCOE MOU 20-21	EDWARD KEMBLE ELEMENTARY	01	30,000.00
CS21-00092	DWIGHT TAYLOR SR	DWIGHT TAYLOR SR FAMILY & STUDENT SUPPORT	HIRAM W. JOHNSON HIGH SCHOOL	01	6,500.00
CS21-00093	BROOKE PURVES	COLLEGE MENTORING	HIRAM W. JOHNSON HIGH SCHOOL	01	3,000.00
CS21-00094	NATIONAL ANALYTICAL LAB INC	0032-409 CGREENWOOD 4TH-CONST TEST	FACILITIES SUPPORT SERVICES	21	645.00
CS21-00095	MAXIM HEALTHCARE STAFFING SERVICES INC	20-21 MAXIM CONTRACT	HEALTH SERVICES	01	78,000.00
CS21-00096	Rx STAFFING & HOME CARE INC	20-21 RX HEALTHCARE CONTRACT	HEALTH SERVICES	01	46,000.00
CS21-00097	ACTION SUPPORTIVE CARE SERVICE	20-21 ACTION CONTRACT	HEALTH SERVICES	01	29,000.00
CS21-00098	CURRICULUM ASSOCIATES LLC	SIG - READY CLASSROOM & I-READY MATH PD	H.W. HARKNESS ELEMENTARY	01	6,000.00
CS21-00099	ESCAPE TECHNOLOGY	ESCAPE:	HUMAN RESOURCE SERVICES	01	10,125.00
CS21-00100	PARENT INSTITUTE FOR QUALITY EDUCATION	PARENT INSTITUTE FOR QUALITY EDUCATION	LUTHER BURBANK HIGH SCHOOL	01	5,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS21-00101	VISION 2000 EDUCATIONAL FOUNDATION	ESSA/ESEA TUTORING-NPS	CONSOLIDATED PROGRAMS	01	45,000.00
CS21-00102	IN CLASS TODAY INC	IN CLASS TODAY AGREEMENT	ENROLLMENT CENTER	01	74,206.00
CS21-00103	LPC CONSULTING ASSOCIATES INC	LPC Attend Toolkit	ENROLLMENT CENTER	01	30,000.00
CS21-00104	TOTAL EDUCATION SOLUTIONS	FOSTER YOUTH TUTORING 2019-2020 FY	FOSTER YOUTH SERVICES PROGRAM	01	25,000.00
CS21-00105	MATRIX OUTCOMES MODEL LLC	FAMILY DEV MATRIX (FDM) LICENSE 10/01/20-10/01/23	INTEGRATED COMMUNITY SERVICES	01	8,000.00
P21-00013	U S BANK/SCUSD	P.O BOX RENEWAL FEE #246870	PURCHASING SERVICES	01	555.00
P21-00025	TOUCHLINE SOFTWARE, INC	STUDENT WORK PERMIT SITE LICENSE	HIRAM W. JOHNSON HIGH SCHOOL	01	365.00
P21-00048	CALIFORNIA SPORT DESIGN	PE CLOTHES SY 20-21	WILL C. WOOD MIDDLE SCHOOL	01	11,320.44
P21-00072	HOUGHTON MIFFLIN HARCOURT	READING COUNTS LICENSE 20-21 SY	WILL C. WOOD MIDDLE SCHOOL	01	3,200.00
P21-00138	RAY MORGAN CO	Renewal, software license for printing	CENTRAL PRINTING SERVICES	01	9,808.00
P21-00262	PAXTON PATTERSON	MSFA - FURNITURE FOR LAB CLASSROOM	WILL C. WOOD MIDDLE SCHOOL	01	12,402.69
P21-00273	SCUSD - US BANK CAL CARD	QPR WEBINAR TRAINING MAT	INTEGRATED COMMUNITY SERVICES	01	150.00
P21-00274	THE WOODWIND & BRASSWIND	CLASSROOM SUPPLIES_MUSIC	ROSEMONT HIGH SCHOOL	01	456.75
P21-00331	DEW ONLINE STORES LLC	T-SQ.,SCALE TRI, ENCONCY -ARCHITECT SUPPLIES-ECD	CAREER & TECHNICAL PREPARATION	01	2,017.89
P21-00340	OFFICE DEPOT	RSS - JOB CENTER - SUPPORTIVE SERVICES	NEW SKILLS & BUSINESS ED. CTR	11	3,915.00
P21-00341	OFFICE DEPOT	CHROMEBOOKS FOR BOOKSTORE - RESALE	NEW SKILLS & BUSINESS ED. CTR	11	3,915.00
P21-00377	BLICK ART MATERIALS LLC	BLICK	GEO WASHINGTON CARVER	09	89.85
P21-00382	BOOKS EN MORE	Textbooks for Spanish Class	THE MET	09	313.07
P21-00383	BOOKS EN MORE	PRIM/BIM SET	ACADEMIC OFFICE	01	859.13
P21-00384	EASTBAY INC	PRYDE - MEN'S SOCCER SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	983.74
P21-00385	EASTBAY INC	PRYDE - WOMEN'S SOCCER SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	999.84
P21-00386	EASTBAY INC	PRYDE - VOLLEYBALL	LUTHER BURBANK HIGH SCHOOL	01	1,020.91
P21-00387	EASTBAY INC	PRYDE - WOMEN BASKETBALL	LUTHER BURBANK HIGH SCHOOL	01	866.11
P21-00388	EASTBAY INC	PRYDE - MEN'S BASKETBALL	LUTHER BURBANK HIGH SCHOOL	01	500.45
P21-00389	OFFICE DEPOT	WHITE BOARD FOR DISTANCE LEARNING	ALBERT EINSTEIN MIDDLE SCHOOL	01	51.71
P21-00390	OFFICE DEPOT	OFFICE FURNITURE	SUCCESS ACADEMY	01	622.02

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P21-00391	RISO PRODUCTS OF SACRAMENTO	MAINT. CONTRACT FOR RISO EZ221 & EZ220U FOR 20-21	CALEB GREENWOOD ELEMENTARY	01	335.00
P21-00392	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	TREAT AS CONFIRMING-SCIENCE WORLD SUBSCRIPTIONS	ALBERT EINSTEIN MIDDLE SCHOOL	01	404.92
P21-00394	RENAISSANCE LEARNING, INC	RENEWAL SUBSCRIPTION FOR READING PROGRAM 20/21	CALIFORNIA MIDDLE SCHOOL	01	6,856.10
P21-00395	ROSETTA STONE	ROSETTA STONE	BOWLING GREEN ELEMENTARY	09	13,000.00
P21-00396	DESIGN SCIENCE	MATH SITE LICENSE	HIRAM W. JOHNSON HIGH SCHOOL	01	288.00
P21-00397	PROGRESS SOFTWARE CORP	IPSWITCH 1YEAR SUPPORT: WS_FTP SERVICER WITH SSH	INFORMATION SERVICES	01	600.60
P21-00398	ORIENTAL TRADING CO	INST MTRLS-COVID - DORIS REESE	CHILD DEVELOPMENT PROGRAMS	12	3,836.09
P21-00399	CALIFORNIA SCHOOL BASED HEALTH ALLIANCE	CSBHA MEMBERSHIP	INTEGRATED COMMUNITY SERVICES	01	200.00
P21-00400	EAST BAY RESTAURANT	APPLIANCES FOR CK ADMIN BREAK AREA	NUTRITION SERVICES DEPARTMENT	21	1,834.12
P21-00401	GRAPHIC PROMOTIONS	#MASKUPSAC UNIFORM SHIRTS FOR NS STAFF (COVID)	NUTRITION SERVICES DEPARTMENT	01	18,999.50
P21-00403	DELTA WIRELESS INC	2020 WALKIE-TALKIES - 2nd ORDER	EDWARD KEMBLE ELEMENTARY	01	2,159.90
P21-00405	CDW GOVERNMENT	20-21 TECHNOLOGY	KIT CARSON INTL ACADEMY	01	15,058.17
P21-00406	AMAZON CAPITAL SERVICES	STUDENT SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	1,021.60
P21-00407	SIGNS BY TOMORROW INC	CURBSIDE FEEDING/SAFETY A-FRAME SIGNS (COVID)	NUTRITION SERVICES DEPARTMENT	01	8,719.50
P21-00408	CDW GOVERNMENT	PURCHASING TWO LAPTOPS FOR STAFF DISTANCE LEARNING	ISADOR COHEN ELEMENTARY SCHOOL	01	2,227.75
P21-00409	CDW GOVERNMENT	EXTERNAL PORTABLE HARD DRIVE - F.S/MANZANO	JOHN F. KENNEDY HIGH SCHOOL	01	149.66
P21-00410	CDW GOVERNMENT	PRINTER FOR HVAC SHOP	FACILITIES MAINTENANCE	01	1,801.27
P21-00411	CDW GOVERNMENT	PRINTER FOR ATTENDANCE TECH	ALBERT EINSTEIN MIDDLE SCHOOL	01	157.82
P21-00412	CDW GOVERNMENT	Add.Tech Equipt. for Accounting Dept. Remote Work	BUSINESS SERVICES	01	6,683.25
P21-00413	EASTBAY INC	PRYDE - SOFTBALL	LUTHER BURBANK HIGH SCHOOL	01	2,048.80
P21-00414	EASTBAY INC	PRYDE - SWIM TEAM	LUTHER BURBANK HIGH SCHOOL	01	341.79
P21-00415	CALIFORNIA PROPERTY RECORD	ASSET TAGS FOR DISTANCE LEARNING CHROMEBOOKS	PURCHASING SERVICES	01	1,912.81

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00416	CA DEPT OF PUBLIC HEALTH MS 76 02, CASHIER-FOOD PROGRAM	CENTRAL KITCHEN HACCP PLAN REVIEW FEE	NUTRITION SERVICES DEPARTMENT	13	207.00
P21-00417	OFFICE DEPOT	OFFICE SUPPLIES - INK ORDER	ENROLLMENT CENTER	01	4,031.34
P21-00418	CDW GOVERNMENT	COMPUTER FOR LEGAL ANALYST	ADMIN-LEGAL COUNSEL	01	1,113.88
P21-00419	CDW GOVERNMENT	LAPTOPS	GEO WASHINGTON CARVER	09	3,001.83
P21-00420	AMAZON CAPITAL SERVICES	HEADPHONES FOR DISTANCE LEARNING	JOHN D SLOAT BASIC ELEMENTARY	01	587.10
P21-00421	AMAZON CAPITAL SERVICES	ENGLISH BOOKS	ROSEMONT HIGH SCHOOL	01	2,413.38
P21-00422	AMAZON CAPITAL SERVICES	AMAZON-COVID - DORIS REESE	CHILD DEVELOPMENT PROGRAMS	12	4,474.05
P21-00423	AMAZON CAPITAL SERVICES	INST MTRLS-COVID - DORIS REESE	CHILD DEVELOPMENT PROGRAMS	12	1,304.99
P21-00424	WAYSIDE PUBLISHING	SPANISH DIGITAL RESOURCE - WAYSIDE PUBLISHING	HIRAM W. JOHNSON HIGH SCHOOL	01	26,726.00
P21-00425	GARBANZO	LEARNING SPANISH SOFTWARE	LUTHER BURBANK HIGH SCHOOL	01	447.00
P21-00426	KUTA SOFTWARE LLC	MATH TEST & WORKSHEET GENERATORS LICENSE	LUTHER BURBANK HIGH SCHOOL	01	904.80
P21-00427	Reading Plus LLC	READING PLUS	LEATAATA FLOYD ELEMENTARY	01	4,575.00
P21-00428	DFS FLOORING LP	FLOORING MATERIALS FOR VARIOUS SCHOOLS	FACILITIES MAINTENANCE	01	18,967.70
P21-00429	OFFICE DEPOT	Washington Office Depot Summer Replacement Items	ACADEMIC OFFICE	01	2,781.18
P21-00430	AMAZON CAPITAL SERVICES	CANOPIES FOR CURBSIDE FEEDING (COVID)	NUTRITION SERVICES DEPARTMENT	01	1,903.12
P21-00432	AMERICAN REFRIGERATION SUPPLY ACCT #172405	ICE DISPENSER FOR M&O	FACILITIES MAINTENANCE	01	14,135.26
P21-00433	E&M ELECTRIC AND MACHINERY INC dba: WONDERWARE CALIFORNIA	REPORTING SOFTWARE FOR CENTRAL KITCHEN KETTLES	NUTRITION SERVICES DEPARTMENT	21	37,085.00
P21-00434	CDW GOVERNMENT	WORKSTATION TO SUPPORT CENTRAL KITCHEN WONDERWARE	NUTRITION SERVICES DEPARTMENT	21	1,762.04
P21-00435	FOLLETT SCHOOL SOLUTIONS	EBOOK ORDER FOR LIBRARY	LUTHER BURBANK HIGH SCHOOL	01	1,088.65
P21-00436	AMAZON CAPITAL SERVICES	USB C HUBS FOR COMPUTERS	PONY EXPRESS ELEMENTARY SCHOOL	01	359.26
P21-00437	CDW GOVERNMENT	TABLETS FOR NS ADMIN	NUTRITION SERVICES DEPARTMENT	01	41,422.67
P21-00438	APPLE INC	APPLE MACBOOK PRO - TEACHER REPLACEMENT (ANDREWS)	JOHN F. KENNEDY HIGH SCHOOL	01	1,506.91
P21-00439	APPLE INC	IPAD, PENCIL, IPAD PRO,/CASE -HMS- S. FOUCHARD	CAREER & TECHNICAL PREPARATION	01	7,509.21

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00440	CDW GOVERNMENT	HP LAPTOPS FOR TEACHERS DISTANCE LEARNING	SUTTERVILLE ELEMENTARY SCHOOL	01	4,455.50
P21-00441	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACT INVOICE	HEALTH PROFESSIONS HIGH SCHOOL	01	425.00
P21-00442	WEST MUSIC CO	Music Class / Distrance Learning	CALIFORNIA MIDDLE SCHOOL	01	70.47
P21-00443	POSMICRO.COM	Barcode Scanner, USB Interface, no stand, Black	THE MET	09	91.58
P21-00444	BARNES WELDING SUPPLY	RHIO CART, TABLE, KIT-MANF.& DESIGN-R. GREENE	CAREER & TECHNICAL PREPARATION	01	25,038.02
P21-00445	CREATIVE COATING SOLUTIONS	OVEN, SPRAY ENCLOSURES-MANUF, & DESGIN-R, GREENE	CAREER & TECHNICAL PREPARATION	01	13,940.83
P21-00446	SCUSD - US BANK CAL CARD	CAL CARD RECONCILIATION	SUCCESS ACADEMY	01	769.55
P21-00447	Blue Cellular North America	COVID-19 Clear View Face Masks	RISK MANAGEMENT	01	3,955.25
P21-00448	CURRICULUM ASSOCIATES LLC	iREADY CURRICULUM ASSOCIATES	NEW JOSEPH BONNHEIM	09	13,820.00
P21-00449	CURRICULUM ASSOCIATES LLC	PURCHASE OF INSTRUCTIONAL CURRICULUM	HOLLYWOOD PARK ELEMENTARY	01	12,320.00
P21-00450	HAPPY NUMBERS INC	HAPPY NUMBERS MATH ONLINE PROGRAM	OAK RIDGE ELEMENTARY SCHOOL	01	1,450.00
P21-00451	BOOKS EN MORE	SPANISH TEXTBOOK	HEALTH PROFESSIONS HIGH SCHOOL	01	1,860.00
P21-00452	ZONAR SYSTEMS INC	GPS KIT / ACTIVATION FOR (4) NS VEHICLES	NUTRITION SERVICES DEPARTMENT	13	1,938.75
P21-00453	SELWAY MACHINE TOOL COMPANY	CNC VERTICAL MACHINE/ACCS.- MANUFACTURING & DESIGN	CAREER & TECHNICAL PREPARATION	01	102,062.19
P21-00454	PREMIER FOOD SAFETY	FOOD CERT- CULINARY ARTS	CAREER & TECHNICAL PREPARATION	01	906.30
P21-00455	CENTER FOR THE COLLABORATIVE CLASSROOM	INTERVENTION MATERIALS	JOHN BIDWELL ELEMENTARY	01	2,451.75
P21-00456	PROCESS THEATRE	HIP HOP ZOOM CLASS FOR STUDENTS	O. W. ERLEWINE ELEMENTARY	01	300.00
P21-00457	SCHOLASTIC INC	Books for teachers' classrooms	PHOEBE A HEARST BASIC ELEM.	01	2,057.03
P21-00458	UNDERGROUND BOOKS	BOOK PURCHASE FOR STAFF DEVELOPMENT ON ANTI-RACISM	C. K. McCLATCHY HIGH SCHOOL	01	2,218.50
P21-00459	LITERACY RESOURCES INC	PHONEMIC AWARENESS CURRICULUM	HUBERT H BANCROFT ELEMENTARY	01	186.78
P21-00460	AMAZON CAPITAL SERVICES	DISTANCE LEARNING INSTRUCTION MATERIALS	HEALTH PROFESSIONS HIGH SCHOOL	01	916.35

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00461	CDW GOVERNMENT	LAPTOPS	SPECIAL EDUCATION DEPARTMENT	01	56,912.03
P21-00462	CDW GOVERNMENT	HP WKSTATION, MONITORS, RAMS, INSTALL-GREENE@JFK	CAREER & TECHNICAL PREPARATION	01	77,063.28
P21-00463	APPLE INC	iMac Replacement for the Main Office	THE MET	09	1,482.29
P21-00464	Zoom Video Communications, Inc	ZOOM: K-12 / DL - WEBINAR ADDITIONS	INFORMATION SERVICES	01	4,829.86
P21-00465	APPLE INC	NEW ADMIN UNITS - APPLE MACBOOK AIR 13"	JOHN F. KENNEDY HIGH SCHOOL	01	5,746.15
P21-00466	SIGNS BY TOMORROW INC	CURBSIDE FEEDING FREE MEALS BANNERS (COVID)	NUTRITION SERVICES DEPARTMENT	01	861.30
P21-00467	RISO PRODUCTS OF SACRAMENTO	RISO AGREEMENT	SUTTERVILLE ELEMENTARY SCHOOL	01	101.00
P21-00468	PROTEK CARGO INC	INSULATED PALLET COVERS/SUPPORT CURBSIDE (COVID)	NUTRITION SERVICES DEPARTMENT	01	2,629.50
P21-00469	BI-JAMAR INC dba QUALITY SOUND	SERNA SOUND MASKING SYSTEM REPLACEMENT	RISK MANAGEMENT	01	22,000.00
P21-00470	BI-JAMAR INC dba QUALITY SOUND	BOWLING GREEN TELECENTER EQUIPMENT	FACILITIES MAINTENANCE	01	19,720.01
P21-00471	AMAZON CAPITAL SERVICES	DISTANCE LEARNING MATERIALS	HEALTH PROFESSIONS HIGH SCHOOL	01	2,380.32
P21-00472	CDW GOVERNMENT	CDW	LEATAATA FLOYD ELEMENTARY	01	9,927.30
P21-00473	CDW GOVERNMENT	PRINTER FOR PRINCIPAL	JOHN CABRILLO ELEMENTARY	01	304.50
P21-00474	CDW GOVERNMENT	DOCUMENT CAMERAS & PROJECTORS FOR TEACHERS	MATSUYAMA ELEMENTARY SCHOOL	01	3,728.94
P21-00475	CDW GOVERNMENT	WEB CAM & SPEAKERS	LUTHER BURBANK HIGH SCHOOL	01	452.14
P21-00476	CDW GOVERNMENT	LED MONITOR, LEXMARK PRINTER/SUPPLIES-S. FOUCHARD	CAREER & TECHNICAL PREPARATION	01	4,555.39
P21-00477	CDW GOVERNMENT	IAS MACKAY PRINTER	AREA ASSISTANT SUPERINTENDENT	01	299.68
P21-00478	CDW GOVERNMENT	20-21 COMPUTERS	EDWARD KEMBLE ELEMENTARY	01	4,454.41
P21-00479	CDW GOVERNMENT	STAFF NOTEBOOKS	EDWARD KEMBLE ELEMENTARY	01	3,346.92
P21-00480	CDW GOVERNMENT	DOCUMENT CAMERAS FOR DISTANCE LEARNING INSTRUCTION	WILLIAM LAND ELEMENTARY	01	3,950.97
P21-00481	CDW GOVERNMENT	HP LAPTOPS FOR TEACHERS/STAFF	HIRAM W. JOHNSON HIGH SCHOOL	01	61,626.76
P21-00482	ZOHO CORPORATION	MANAGE-ENGINE SUBSCRIPTION/SCUSD.EDU DOMAIN	INFORMATION SERVICES	01	3,571.20

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00483	SCHOOLDUDE.COM	RENEWAL OF SCHOOL DUDE ENERGY MANAGER MODULE	FACILITIES MAINTENANCE	01	5,644.80
P21-00484	ADMINISTRATIVE SOFTWARE AP INC	ASAP ATTENDANCE SYSTEM FOR ADULT ED SITES	ADULT EDUCATION/SKILL CTR.	11	16,389.00
P21-00485	COMMERCIAL PUMP SERVICE INC	REPLACE SEWER PUMP PACIFIC	FACILITIES MAINTENANCE	01	16,142.09
P21-00486	AMERICAN CHILLER SERV INC	HIRAM JOHNSON ANNUAL MAINTENANCE TO CHILLERS	FACILITIES MAINTENANCE	01	10,600.00
P21-00487	TURF STAR	MOWER FOR LABOR SHOP	FACILITIES MAINTENANCE	01	123,631.38
P21-00488	INDUSTRIAL ELECTRONIC SYSTEMS	FIRE ALARM NOTIFIER REPLACEMENT EQUIPMENT	FACILITIES MAINTENANCE	01	18,892.68
P21-00489	N GLANTZ & SON	PAINT SHOP PRINTER/CUTTER FOR (COVID)	FACILITIES MAINTENANCE	01	15,263.31
P21-00490	GAME TIME CORP c o MRC	SCHOOL DECK REPLACEMENT FOR THOMAS JEFFERSON	FACILITIES MAINTENANCE	01	12,418.78
P21-00491	NATIONAL TIME AND SIGNAL CORP	CLOCK CONTROLS, VARIOUS SCHOOLS	FACILITIES MAINTENANCE	01	8,497.72
P21-00493	AMERICAN CHILLER SERV INC	CHILLER ANNUAL - SAC HIGH PLUG TUBES/INSULATE	FACILITIES MAINTENANCE	01	8,168.00
P21-00494	AMAZON CAPITAL SERVICES	AMAZON	GEO WASHINGTON CARVER	09	1,825.70
P21-00495	CDW GOVERNMENT	POWER ADAPTER	BUSINESS SERVICES	01	59.81
P21-00496	REALLY GOOD STUFF	2020-21 STUDENT SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	2,814.10
P21-00497	GRAINGER INC	AMERICAN FLAG	LEATAATA FLOYD ELEMENTARY	01	106.58
P21-00498	KLINE MUSIC INC	STUDENT RECORDERS	JOHN D SLOAT BASIC ELEMENTARY	01	889.74
P21-00499	TEXTBOOK WAREHOUSE LLC	SPANISH 1, TEACHER TEXTBOOK	NEW TECH	09	61.99
P21-00500	TEXTBOOK WAREHOUSE LLC	PERSONAL FINANCE FOR TEEMS	NEW TECH	09	193.30
P21-00501	SCHOLASTIC INC	Novel for Rm. 16	EARL WARREN ELEMENTARY SCHOOL	01	47.37
P21-00502	SCHOLASTIC MAGA ZINES				
P21-00502	IXL LEARNING INC	2020-2021 - IXL Learning Implementation	EARL WARREN ELEMENTARY SCHOOL	01	4,287.00
P21-00503	EMATH SOLUTIONS INC	EFOFEX LICENSES MATH	HIRAM W. JOHNSON HIGH SCHOOL	01	945.00
P21-00504	KUTA SOFTWARE LLC	KUTA SOFTWARE, MATH	HIRAM W. JOHNSON HIGH SCHOOL	01	1,211.00
P21-00505	PAPE MATERIAL HANDLING BOBCAT WEST	BOBCAT TRAILER FOR LABORERS	FACILITIES MAINTENANCE	01	13,659.00
P21-00506	WEST COAST INDUSTRIAL FLOORING	HIRAM JOHNSON RESTROOM VANDALISM	FACILITIES MAINTENANCE	01	6,700.00
P21-00507	PACIFIC OFFICE AUTOMATION	RISO/RZ220 CONTRACT 2020/2021	FERN BACON MIDDLE SCHOOL	01	425.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00509	BILL SMITH PHOTOGRAPHY	CONFIRMING COMPLETED ORDER - STUDENT I.D. CARDS	LUTHER BURBANK HIGH SCHOOL	01	1,178.85
P21-00510	AMAZON CAPITAL SERVICES	AMAZON	LEATAATA FLOYD ELEMENTARY	01	47.82
P21-00511	ACCREDITING COMMISSION FOR SCHOOLS, WASC	WASC MEMBERSHIP FEES 2020 2021	AMERICAN LEGION HIGH SCHOOL	01	1,070.00
P21-00512	ACCREDITING COMMISSION FOR SCHOOLS	WASC MEMBERSHIP FEE	LUTHER BURBANK HIGH SCHOOL	01	1,070.00
P21-00513	ACCREDITING COMMISSION FOR SCHOOLS	WASC VISIT FEE	LUTHER BURBANK HIGH SCHOOL	01	2,175.00
P21-00514	ACCREDITING COMMISSION FOR SCHOOLS, WASC	WASC - MEMBERSHIP FEE	WEST CAMPUS	01	1,070.00
P21-00515	ACCREDITING COMMISSION FOR SCHOOLS, WASC	WASC INVOICE#13014473	ROSEMONT HIGH SCHOOL	01	1,070.00
P21-00516	ACCREDITING COMMISSION FOR SCHOOLS	WASC ANNUAL MEMBERSHIP FEE FY21	C. K. McCLATCHY HIGH SCHOOL	01	1,070.00
P21-00517	ACCREDITING COMMISSION FOR SCHOOLS	WASC Accrediting Commission for Schools Invoice	HEALTH PROFESSIONS HIGH SCHOOL	01	1,070.00
P21-00518	ACCREDITING COMMISSION FOR SCHOOLS, WASC	ANNUAL ACCREDITATION MEMBERSHIP FEE 2020-21	CAPITAL CITY SCHOOL	01	1,070.00
P21-00519	ALL WEST COACHLINES INC	Bus Field Trip	JOHN H. STILL - K-8	01	4,294.00
P21-00520	ACCREDITING COMMISSION FOR SCHOOLS, WASC	WASC ANNUAL MEMBERSHIP FEE	ENGINEERING AND SCIENCES HS	01	1,070.00
P21-00521	INTERNATIONAL BACCALAUREATE	CGREENWOOD IB FEE: 9.1.20 - 8.31.21	AREA ASSISTANT SUPERINTENDENTS	01	8,520.00
P21-00522	CALIFORNIA INTERSCHOLASTIC FEDERATION - SAC JOAQUIN	ATHLETIC SECTION DUES INVOICE#950	ROSEMONT HIGH SCHOOL	01	1,456.65
P21-00523	CALIFORNIA INTERSCHOLASTIC FEDERATION	ATHLETIC STATE DUES INVOICE#5113	ROSEMONT HIGH SCHOOL	01	1,350.80
P21-00524	EXCEL INTERPRETING SERVICES	Interpreting for DELAC 8/18/20	MULTILINGUAL EDUCATION DEPT.	01	536.00
P21-00525	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	DOCUMENT CAMERA - ROOM 6	CAMELLIA BASIC ELEMENTARY	01	625.31
P21-00526	BATTERY SYSTEMS # 07	CUSTODIAN BATTERIES	ROSEMONT HIGH SCHOOL	01	992.50
P21-00527	CDW GOVERNMENT	THERMAL TRANSFER LABEL PRINTERS FOR CNTRL KITCHN	NUTRITION SERVICES DEPARTMENT	13	1,403.89
P21-00528	CITY OF SACRAMENTO REVENUE DIVISION	THE MET SIDEWALK REPAIR	FACILITIES MAINTENANCE	01	8,569.01
P21-00529	LANGENKAMP CURTIS & PRICE LLP	LEGAL FEES	ADMIN-LEGAL COUNSEL	01	563.38
P21-00530	NEW HOME BUILDING SUPPLY INC	MATERIALS FOR M&O PLANS ROOM	FACILITIES MAINTENANCE	01	7,968.08
P21-00531	SCUSD - US BANK CAL CARD	CJA - TRANSCEIVERS FOR TRANSMIT/RECV STATION	C. K. McCLATCHY HIGH SCHOOL	01	2,039.99

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P21-00532	APRIL BRAUN	ROSEMONT'S READ	ROSEMONT HIGH SCHOOL	01	1,052.01
P21-00533	CENTER FOR THE COLLABORATIVE CLASSROOM	LITERACY PROGRAMS	MATSUYAMA ELEMENTARY SCHOOL	01	3,677.63
P21-00534	CURRICULUM ASSOCIATES LLC	IREADY COMMON CORE MATH 4TH GRADE	WOODBINE ELEMENTARY SCHOOL	01	971.98
P21-00535	DAKTRONICS INC	BASEBALL SCOREBOARD	LUTHER BURBANK HIGH SCHOOL	01	895.00
P21-00536	FOLLETT SCHOOL SOLUTIONS	NOVELS - ELA CLASS SETS	C. K. McCLATCHY HIGH SCHOOL	01	1,778.31
P21-00537	LIFETOUCH NATIONAL SCHOOL STUD	YEARBOOKS	MARTIN L. KING JR ELEMENTARY	01	1,685.05
P21-00538	IMAGE ONE	ANNUAL ROCKETSCAN-MEAL APP. LICENSE 7/1/20-6/30/21	NUTRITION SERVICES DEPARTMENT	13	4,515.52
P21-00539	HOUGHTON MIFFLIN HARCOURT	20-21 READ 180 UNIVERSAL	WILL C. WOOD MIDDLE SCHOOL	01	7,099.00
P21-00540	MT LIBRARY SERVICES JUNIOR LIB RARY GUILD	TREAT AS CONFIRMING: SUPPL LIB SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	2,308.87
P21-00541	N2Y LLC	ONLINE CURRICULUM FOR SPED DEPT	C. K. McCLATCHY HIGH SCHOOL	01	191.08
P21-00542	PATON GROUP	SOLIDWKS EDU/3D DESIGN. SW-MANF.& DES,-R. GREENE	CAREER & TECHNICAL PREPARATION	01	4,656.00
P21-00543	CDW GOVERNMENT	COVID REMOTE WORK	RISK MANAGEMENT	01	256.82
P21-00544	RISO PRODUCTS OF SACRAMENTO	RISO SERVICE AGREEMENT 9/30/20 - 9/30/21	JOHN F. KENNEDY HIGH SCHOOL	01	1,163.00
P21-00545	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC NEWS	MARTIN L. KING JR ELEMENTARY	01	2,878.16
P21-00546	PACIFIC OFFICE AUTOMATION	RISO AGREEMENT	MARTIN L. KING JR ELEMENTARY	01	173.00
P21-00547	AMAZON CAPITAL SERVICES	WORK GLOVES FOR WHSE WORKERS	DISTRIBUTION SERVICES	01	426.58
P21-00548	HI LINE ELECTRIC CO	BASEBALL FIELD	LUTHER BURBANK HIGH SCHOOL	01	1,010.27
P21-00549	OFFICE DEPOT	PRINTER FOR PRINCIPAL	SUTTER MIDDLE SCHOOL	01	217.49
P21-00551	AMAZON CAPITAL SERVICES	TEACHER SUPPLIES A. FELICIANO	JOHN D SLOAT BASIC ELEMENTARY	01	322.72
P21-00552	CDW GOVERNMENT	HP LAPTOPS	HEALTH PROFESSIONS HIGH SCHOOL	01	6,520.65
P21-00553	CDW GOVERNMENT	COMPUTERS FOR FYS STAFF	FOSTER YOUTH SERVICES PROGRAM	01	3,342.94
P21-00554	CDW GOVERNMENT	Document Camera for Classrooms	CROCKER/RIVERSIDE ELEMENTARY	01	1,436.72
P21-00555	CDW GOVERNMENT	DOCUMENT CAMERAS	WOODBINE ELEMENTARY SCHOOL	01	3,853.77
P21-00556	CDW GOVERNMENT	WEBCAMS FOR ADMIN DESKTOPS	FERN BACON MIDDLE SCHOOL	01	83.13
P21-00557	CDW GOVERNMENT	CLASSROOM COMPUTER	HUBERT H BANCROFT ELEMENTARY	01	908.37

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P21-00558	CDW GOVERNMENT	PURCHASE EXTERNAL DVD DRIVES FOR TEACHER'S LAPTOPS	ABRAHAM LINCOLN ELEMENTARY	01	130.12
P21-00559	CDW GOVERNMENT	POWER PROTECTION FOR CENTRAL KITCHEN WRKSTN	NUTRITION SERVICES DEPARTMENT	13	266.77
P21-00560	FRANKLIN COVEY CLIENT SALES	FRANKLIN COVEY	CESAR CHAVEZ INTERMEDIATE	01	1,435.50
P21-00561	CDW GOVERNMENT	LAPTOP FOR PRINCIPAL	PACIFIC ELEMENTARY SCHOOL	01	1,864.45
P21-00562	CDW GOVERNMENT	ADDITIONAL MONITORS TO FACILITATE D.L.	ENGINEERING AND SCIENCES HS	01	372.07
P21-00563	CDW GOVERNMENT	ADD'L LAPTOPS FOR REPLACEMENT WHEN NEEDED	CALIFORNIA MIDDLE SCHOOL	01	11,138.76
P21-00564	CDW GOVERNMENT	COMPUTERS FOR FYS STAFF	FOSTER YOUTH SERVICES PROGRAM	01	1,074.18
P21-00565	CDW GOVERNMENT	SOFTWARE FOR ESCAPE/ADMIN	HUBERT H BANCROFT ELEMENTARY	01	96.40
P21-00566	IVS COMPUTER TECHNOLOGIES	SMART Learning Suite - 2 yrs. ext. software mnt.	EARL WARREN ELEMENTARY SCHOOL	01	1,332.00
P21-00567	IVS COMPUTER TECHNOLOGIES	SIG - SMARTBOARD SOFTWARE RENEWAL	H.W. HARKNESS ELEMENTARY	01	98.10
P21-00568	ESRI	ESRI SOFTWARE	FACILITIES SUPPORT SERVICES	01	1,000.00
P21-00569	CDW GOVERNMENT	ADAPTERS FOR MACBOOKS (USB C) (FRY)	JOHN F. KENNEDY HIGH SCHOOL	01	358.33
P21-00570	TEXTHELP INC	Read & Write	ACADEMIC OFFICE	01	76,298.27
P21-00571	CDW GOVERNMENT	DOCUMENT CAMERAS	NICHOLAS ELEMENTARY SCHOOL	01	5,663.70
P21-00572	OFFICE DEPOT	TONERS FOR EXISTING TEACHERS PRINTERS (FRY)	JOHN F. KENNEDY HIGH SCHOOL	01	1,805.47
P21-00573	OFFICE DEPOT	INK FOR TEACHER PRINTERS (FOR NEW REPLACEMENTS)	JOHN F. KENNEDY HIGH SCHOOL	01	3,684.83
P21-00574	OFFICE DEPOT	PENS	SUTTERVILLE ELEMENTARY SCHOOL	01	38.69
P21-00575	IMAGINATION STATION INC dba IS TATION	ISTATION 20-21	EDWARD KEMBLE ELEMENTARY	01	6,776.76
P21-00576	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACT-07-01-20 TO 06-30-21 EZ220	JOHN F. KENNEDY HIGH SCHOOL	01	812.00
P21-00577	RISO PRODUCTS OF SACRAMENTO	RISO SERVICE AGREEMENT FOR 76691475	JOHN F. KENNEDY HIGH SCHOOL	01	100.00
P21-00578	APPLE INC	MAC TECHNOLOGY UPGRADE	NICHOLAS ELEMENTARY SCHOOL	01	5,093.65
P21-00579	APPLE INC	PURCHASE OF TEACHER COMPUTERS	HOLLYWOOD PARK ELEMENTARY	01	22,277.44
P21-00580	PITNEY BOWES INC	PITNEY BOWES LATE FEE	JOHN F. KENNEDY HIGH SCHOOL	01	32.60
P21-00581	CAL DEPT OF SOCIAL SERVICES	CAMELLIA LICENSING FEE	CHILD DEVELOPMENT PROGRAMS	12	363.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00582	APPLE INC	MACBOOK CHARGERS FOR TEACHERS	ELDER CREEK ELEMENTARY SCHOOL	01	1,288.69
P21-00583	BOOKS EN MORE	J. GUILLEN NOVELS	O. W. ERLEWINE ELEMENTARY	01	403.02
P21-00584	TOBII DYNAVOX LLC	BOARDMAKER ONLINE	SPECIAL EDUCATION DEPARTMENT	01	6,856.00
P21-00585	CDW GOVERNMENT	COMPUTERS FOR SCHOOL	BOWLING GREEN ELEMENTARY	09	28,960.76
P21-00586	EAST BAY RESTAURANT	KIOSK FOR GRAB-N-GO STUDENT MEALS (COVID)	NUTRITION SERVICES DEPARTMENT	01	23,654.08
P21-00587	THE HOME DEPOT PRO	SCHOOL LIGHTS REPLACE	CAROLINE WENZEL ELEMENTARY	01	333.60
P21-00588	SCHOOL SPECIALTY EDUCATION	HEADSETS	WOODBINE ELEMENTARY SCHOOL	01	3,135.37
P21-00589	BOOKS EN MORE	CLASSROOM NOVEL SETS	HUBERT H BANCROFT ELEMENTARY	01	488.83
P21-00590	THE HOME DEPOT PRO	FLUORESCENT BULBS	WOODBINE ELEMENTARY SCHOOL	01	991.50
P21-00591	CALIFORNIA INTERSCHOLASTIC FEDERATION	CIF STATE-LEVEL DUES FY21	C. K. McCLATCHY HIGH SCHOOL	01	2,316.16
P21-00592	CIF SAC JOAQUIN SECTION METROPOLITAN LEAGUE	CIFSJS SECTION-LEVEL DUES FY21	C. K. McCLATCHY HIGH SCHOOL	01	1,923.48
P21-00593	GBC GENERAL BINDING CORP	LAMINATOR MAINTENANCE/CLASSROOM MATERIALS REPRO	HUBERT H BANCROFT ELEMENTARY	01	660.37
P21-00594	SCHOLASTIC INC	Purchasing A Class Set of Books	ISADOR COHEN ELEMENTARY SCHOOL	01	246.23
P21-00595	PATON GROUP	JCBA VINYL	HIRAM W. JOHNSON HIGH SCHOOL	01	141.79
P21-00596	OFFICE DEPOT	COPY PAPER FOR HMS	HIRAM W. JOHNSON HIGH SCHOOL	01	228.31
P21-00597	RISO PRODUCTS OF SACRAMENTO	RISO COPIER MAINTENANCE	SAM BRANNAN MIDDLE SCHOOL	01	240.00
P21-00598	PATRICK VANG	HMONG BOOKS	LUTHER BURBANK HIGH SCHOOL	01	1,141.88
P21-00599	CDW GOVERNMENT	Assets, Google Console for Distance Learning	PURCHASING SERVICES	01	574,100.00
P21-00600	CURRICULUM ASSOCIATES LLC	2020-21 iReady 1-YR License	MARTIN L. KING JR ELEMENTARY	01	17,490.00
P21-00601	CDW GOVERNMENT	HP PROBOOK FOR TEACHERS- CARES ACT	BG CHACON ACADEMY	09	3,344.25
P21-00602	CDW GOVERNMENT	DOCUMENT CAMERAS/ STUDENT LEARNING	SUTTERVILLE ELEMENTARY SCHOOL	01	1,436.72
P21-00603	CDW GOVERNMENT	2 DOCUMENT CAMERAS FOR 2ND GRADE	CALEB GREENWOOD ELEMENTARY	01	367.21
P21-00604	EXCEL INTERPRETING SERVICES	PARENT COMMUNICATION- TRANSLATOR FOR SST	ETHEL PHILLIPS ELEMENTARY	01	140.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00605	JM ENVIRONMENTAL INC	AM LEGION REMOVAL OF ASBESTOS FLOORING DUE TO FIRE	FACILITIES MAINTENANCE	01	11,620.00
P21-00606	ACCREDITING COMMISSION FOR SCHOOLS, WASC	WASC MEMBERSHIP FEE 20/21	NEW TECH	09	1,070.00
P21-00607	CDW GOVERNMENT	FUJITSU SCANSNAP IX1500 SCANNER - REGISTRAR	AMERICAN LEGION HIGH SCHOOL	01	433.91
P21-00608	COMECO INC	COVID-19 Children Masks	RISK MANAGEMENT	01	11,200.00
P21-00609	CDW GOVERNMENT	Technology Equipment-Transportation Remote Work	BUSINESS SERVICES	01	5,719.89
P21-00610	CARTY WEB STRATEGIES INC dba HOME CAMPUS	ATHLETIC CLEARANCE INVOICE#5079	ROSEMONT HIGH SCHOOL	01	805.50
P21-00611	NATOMAS UNIFIED SCHOOL DIST	WI-FI HOTSPOTS FOR DISTANCE LEARNING	ENROLLMENT CENTER	01	74,095.68
P21-00612	ADVANCED FINISHING SYSTEMS INC	COVID-19 Paper Cutter	CENTRAL PRINTING SERVICES	01	14,950.00
P21-00613	GSL FINE LITHOGRAPHERS	Covid-19 posters for all sites, DR21-00137	CENTRAL PRINTING SERVICES	01	5,163.45
P21-00614	SACRAMENTO METROPOLITAN AIR QUALITY MANAGEMENT DISTRICT	0810-428 NUT SERV PH 2-BOILER FEES	FACILITIES SUPPORT SERVICES	21	1,984.00
P21-00615	MCKESSON MEDICAL SURGICAL INC	PROGRAM SUPPLIES - COVID-19 - VOC NURSE & MED ASST	NEW SKILLS & BUSINESS ED. CTR	11	3,986.73
P21-00616	COTTON SHOPPE	CAMPUS MONITOR UNIFORMS	C. K. McCLATCHY HIGH SCHOOL	01	429.29
P21-00617	TOUCHLINE SOFTWARE INC	TOUCHLINE SOFTWARE - QUICK PERMIT RENEWAL	WEST CAMPUS	01	365.00
P21-00618	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	SAM BRANNAN MIDDLE SCHOOL	01	260.89
P21-00619	AMAZON CAPITAL SERVICES	EARBUDS FOR STUDENTS	MARTIN L. KING JR ELEMENTARY	01	260.80
P21-00620	PSAT NMSQT	PSAT TEST FEES FALL 2019 INVOICE#382042720B	ROSEMONT HIGH SCHOOL	01	2,465.00
P21-00621	CDW GOVERNMENT	HP LAPTOPS FOR TEACHERS	ELDER CREEK ELEMENTARY SCHOOL	01	3,273.64
P21-00622	DUDE SOLUTIONS INC	SCHOOLDUDE ANNUAL RENEWAL 7/1/2020 - 6/30/2021	FACILITIES SUPPORT SERVICES	01	50,443.46
P21-00623	BOOKS EN MORE	DP MYP LIT BOOK ORDER	KIT CARSON INTL ACADEMY	01	510.39
P21-00624	BOOKS EN MORE	MYP DP LANG/LIT BARNES - TRUE DIARY	KIT CARSON INTL ACADEMY	01	1,306.81
P21-00625	BOOKS EN MORE	DP TEXTUAL ANALYSIS BOOK ORDER	KIT CARSON INTL ACADEMY	01	2,055.38
P21-00626	APPLE INC	MACBOOK PRO FOR LEARNING GENIE	CHILD DEVELOPMENT PROGRAMS	12	1,506.91
P21-00627	Zoom Video Communications, Inc	ZOOM: K-12 / ADD'L LICENSES - D/L - 2020-21	INFORMATION SERVICES	01	9,123.29

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00628	DUDE SOLUTIONS INC	SOFTWARE FOR FACILITIES MASTER PLAN	FACILITIES SUPPORT SERVICES	21	14,285.00
P21-00629	APPLE INC	APPLE LAPTOPS FOR TEACHERS/STAFF	HIRAM W. JOHNSON HIGH SCHOOL	01	23,245.31
P21-00630	SCTA DUES	SCTA CD WRIT LITIGATION COSTS	ADMIN-LEGAL COUNSEL	01	563.30
P21-00631	JOHNSON CONTROLS INC	CK MCCLATCHY BOILER REPLACEMENT	FACILITIES MAINTENANCE	01	82,679.36
P21-00632	JOHNSON CONTROLS INC	CONFIGURE VIRUS MODE TO RUN FANS 24/7 - COVID	FACILITIES MAINTENANCE	01	5,956.80
P21-00633	STAPLES (Corporate Office)	0810-428 NUT SERV PH 2-FURNITURE	FACILITIES SUPPORT SERVICES	21	279,754.29
P21-00634	AMERICAN CHILLER SERV INC	REPLACE FAN MOTOR HVAC UNIT @ SERNA CENTER	FACILITIES MAINTENANCE	01	18,120.00
P21-00635	LINMOORE FENCING AND IRON WORK S	SECURE FENCE FOR MAINTENANCE YARD @ 24TH & FLORIN	FACILITIES MAINTENANCE	01	32,407.50
P21-00636	WEVIDEO	WeVideo SUBSCRIPTION-STEM PROGRAM (OAKRIDGE)	YOUTH DEVELOPMENT	01	299.00
P21-00637	WEVIDEO	WEVIDEO LICENSE - DISTANCE LEARNING	INFORMATION SERVICES	01	4,584.00
P21-00638	COUNTY OF SACRAMENTO ENVIRONMEN TAL MANAGEMENT DEPT	HAZARDOUS MATERIALS AND FEES	JOHN F. KENNEDY HIGH SCHOOL	01	1,125.00
P21-00639	BAR HEIN CO	BILLY GOAT BLOWER	WOODBINE ELEMENTARY SCHOOL	01	1,883.55
P21-00640	CDW GOVERNMENT	HEADSET FOR DISTANCE LEARNING	HEALTH PROFESSIONS HIGH SCHOOL	01	518.25
P21-00641	PACIFIC OFFICE AUTOMATION	RISO SUPPLIES TO HELP WITH STUDENT LEARING	SUTTERVILLE ELEMENTARY SCHOOL	01	478.50
P21-00642	JUST PRINT IT INK	BOYS VOLLEYBALL UNIFORMS	ROSEMONT HIGH SCHOOL	01	413.76
P21-00643	STERICYCLE INC	SERVICES ALREADY PROVIDED	SUCCESS ACADEMY	01	300.00
P21-00644	OFFICE DEPOT	COVID-19_THERMOMETERS_ ADMINSTRATIVE	NEW SKILLS & BUSINESS ED. CTR	11	652.34
P21-00645	PEARSON EDUCATION INC	COURT REPORTING_TEACHER	NEW SKILLS & BUSINESS ED. CTR	11	224.17
P21-00646	RAINBOW SYMPHONY, INC.	INSTRUCTIONAL SUPPLIES - SCIENCE DEPT - (CHEN)	JOHN F. KENNEDY HIGH SCHOOL	01	190.00
P21-00647	FOLLETT SCHOOL SOLUTIONS	TOGETHER IS BETTER-BOOKS (JACKIE	JOHN F. KENNEDY HIGH SCHOOL	01	826.50
P21-00648	BATTERY SYSTEMS # 07	BATTERY FOR MAINTENANCE (GOLF CART)	SUTTER MIDDLE SCHOOL	01	818.91
P21-00649	FA DAVIS COMPANY	COURT REPORT_BOOKSTORE	NEW SKILLS & BUSINESS ED. CTR	11	378.38
P21-00650	ACTENVIRO	HAZARDOUS WASTE REMOVAL	SUTTER MIDDLE SCHOOL	01	2,312.15
P21-00651	OFFICE DEPOT	SHREDDER FOR OFFICE	FERN BACON MIDDLE SCHOOL	01	1,281.78

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00652	AMAZON CAPITAL SERVICES	PEGS AND CABLES NEEDED FOR IU PROJECT	ENGINEERING AND SCIENCES HS	01	53.64
P21-00653	PEARSON EDUCATION INC	COURT REPORTING_BOOKSTORE	NEW SKILLS & BUSINESS ED. CTR	11	782.95
P21-00654	GRAPHIC PROMOTIONS	UNIFORM SHIRTS FOR N.S. MULTI SITE SUPERVISORS	NUTRITION SERVICES DEPARTMENT	13	548.11
P21-00655	CDW GOVERNMENT	CHROMEBOOK CART 2020 21	AMERICAN LEGION HIGH SCHOOL	01	12,878.34
P21-00656	NEWSELA INC	HISTORY DEPT RESOURCES FOR DITANCE LEARNING	WILL C. WOOD MIDDLE SCHOOL	01	6,800.00
P21-00657	SCHOOL OUTFITTERS DBA FAT CATA LOG	STUDENT COMPUTER SUPPLES	SUSAN B. ANTHONY ELEMENTARY	01	5,994.30
P21-00658	SILICON VALLEY MATHEMATICS INITIATIVE LLC	SVMJ MEMBERSHIP 20-21	ACADEMIC OFFICE	01	6,300.00
P21-00659	CURRICULUM ASSOCIATES LLC	Iready supplemental program to enhance skills	MARK TWAIN ELEMENTARY SCHOOL	01	17,490.00
P21-00660	CENGAGE LEARNING	SIG - ACADEMIC VOCABULARY TOOLKITS	H.W. HARKNESS ELEMENTARY	01	9,042.00
P21-00661	SCHOOL SPECIALTY EDUCATION	SUPPLIES/MATERIALS	WOODBINE ELEMENTARY SCHOOL	01	5,340.36
P21-00662	PREMIER FOOD SAFETY	FOOD CERT- CULINARY ARTS	CAREER & TECHNICAL PREPARATION	01	595.00
P21-00663	AMAZON CAPITAL SERVICES	PHONE MOUNTS TO SUPPORT IMPRV'D INSTR IN SCIENCE	C. K. McCLATCHY HIGH SCHOOL	01	104.34
P21-00664	MARGIE HOLDS COURT	COURT REPORT_BOOKSTORE	NEW SKILLS & BUSINESS ED. CTR	11	250.00
P21-00665	NCRA MEMBERSHIP RENEWAL CENTER	ACCREDITATION REQUIREMENT / COURT REPORTING PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	179.00
P21-00666	CDW GOVERNMENT	DOCUMENT CAMERA'S	BRET HARTE ELEMENTARY SCHOOL	01	2,312.26
P21-00667	MAGNUM STENO, INC.	COURT REPORT_BOOKSTORE	NEW SKILLS & BUSINESS ED. CTR	11	1,082.06
P21-00668	MAGNUM STENO, INC.	COURT REPORT_TEACHER	NEW SKILLS & BUSINESS ED. CTR	11	379.54
P21-00669	CDW GOVERNMENT	REPLACE TEACHERS LAPTOPS FOR SMALL GROUP AND DL	ABRAHAM LINCOLN ELEMENTARY	01	24,505.26
P21-00670	APPLE INC	COMPUTERS FOR RSP/SPEECH SMALL GROUP	HOLLYWOOD PARK ELEMENTARY	01	7,425.81
P21-00671	PUBLIC SERVICES EDUCATIONAL MATERIALS	LAW ACADEMY - SITE LICENSE	HIRAM W. JOHNSON HIGH SCHOOL	01	420.86
P21-00672	CDW GOVERNMENT	HARD DRIVE AND WEBCAM - MATH - JAMES LAM	JOHN F. KENNEDY HIGH SCHOOL	01	124.36
P21-00673	CONTINUING EDUCATION OF THE BAR	WRONGFUL EMPLOYMENT TERMINATION	ADMIN-LEGAL COUNSEL	01	306.76
P21-00674	BLICK ART MATERIALS LLC	ART SUPPLIES, DL PARTICIPATION	NEW TECH	09	1,223.06

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00675	BATTERY SYSTEMS # 07	GOLF CART BATTERIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,139.26
P21-00676	BOOKS EN MORE	J. GUILLEN NOVELS 2	O. W. ERLEWINE ELEMENTARY	01	214.97
P21-00677	SCUSD - US BANK CAL CARD	MAY CAL CARD - ELIZABETH RAMOS	HEALTH PROFESSIONS HIGH SCHOOL	01	171.45
P21-00678	LAKESHORE LEARNING MATERIALS	LEARNING SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	4,109.58
P21-00679	HEINEMANN PUBLISHING	Book for professional learning	PHOEBE A HEARST BASIC ELEM.	01	636.00
P21-00680	CURRICULUM ASSOCIATES LLC	IREADY MATH/READING/WRITING	WOODBINE ELEMENTARY SCHOOL	01	3,740.00
P21-00681	DIPIETRO & ASSOCIATES INC	AED REPLACEMENT PADS	HEALTH SERVICES	01	377.53
P21-00682	CHARTER SCHOOLS DEVELOPMENT CENTER	Charter School Dev. Center Membership 1yr	THE MET	09	795.00
P21-00683	CDW GOVERNMENT	ADA Equipment	RISK MANAGEMENT	01	399.43
P21-00684	SCHOOL SPECIALTY EDUCATION	WK ERGO - TASK CHAIR	KIT CARSON INTL ACADEMY	01	85.60
P21-00685	FLINN SCIENTIFIC INC	DP BIOLOGY DEPT FLINN SCIENTIFIC	KIT CARSON INTL ACADEMY	01	808.62
P21-00686	OFFICE DEPOT	WK ERGO - STANDING DESK CONVERTER	KIT CARSON INTL ACADEMY	01	641.63
P21-00687	BOOKS EN MORE	DISTANCE LEARNING PLAYBOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,350.15
P21-00688	POWERSCHOOL GROUP LLC	PowerSchool 2020-21	ACADEMIC OFFICE	01	36,154.80
P21-00689	SCUSD - US BANK CAL CARD	INTHINKING IB SOFTWARE - LANG & LIT	KIT CARSON INTL ACADEMY	01	270.00
P21-00690	DESMOS, INC	MATH CORE CURRICULUM	WILL C. WOOD MIDDLE SCHOOL	01	3,000.00
P21-00691	ULTIMATE OFFICE	WK ERGO - DESK ORGANIZERS	KIT CARSON INTL ACADEMY	01	247.19
P21-00692	WEVIDEO	GRAPHIC DESIGN RESOURCE	NEW TECH	09	299.00
P21-00693	AMAZON CAPITAL SERVICES	Youth Media Team Camera Equipment	ENROLLMENT CENTER	01	343.48
P21-00695	GRAINGER INC	COVID-19 - SPRAY BOTTLES	BUILDINGS & GROUNDS/OPERATIONS	01	426.90
P21-00696	DISCOUNT SCHOOL SUPPLY	INST MTRLS - KELLY XIONG	CHILD DEVELOPMENT PROGRAMS	12	50.08
P21-00697	EASTBAY INC	FOOTBALL UNIFORMS	LUTHER BURBANK HIGH SCHOOL	01	11,514.40
P21-00698	IMAGESTUFF.COM	ATTENDANCE REWARDS	TAHOE ELEMENTARY SCHOOL	01	1,059.59
P21-00699	OFFICE DEPOT	OD FOR RJ/SS	WOODBINE ELEMENTARY SCHOOL	01	127.87
P21-00700	OFFICE DEPOT	COUNTER HEIGHT CHAIR	HIRAM W. JOHNSON HIGH SCHOOL	01	173.62

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
TB21-00042	N2Y LLC	SPED Unique Learning System #Q-48099	LIBRARY/TEXTBOOK SERVICES	01	1,221.45
TB21-00043	TEXTBOOK WAREHOUSE LLC	Latin Text for JFK	LIBRARY/TEXTBOOK SERVICES	01	32.63
Total Number of POs			445	Total	5,429,964.97

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	369	4,058,522.29
09	Charter School	21	83,950.99
11	Adult Education	24	487,866.17
12	Child Development	6	11,535.12
13	Cafeteria	17	450,540.95
21	Building Fund	8	337,549.45
		Total	5,429,964.97

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PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B21-00119	271,434.24	13-4710	Cafeteria/Food	222,082.56
B21-00148	2,160.00	01-4320	General Fund/Non-Instructional Materials/Su	660.00
B21-00187	500.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00190	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00194	4,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
B21-00198	500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B21-00200	3,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B21-00220	1,158.00	01-4320	General Fund/Non-Instructional Materials/Su	2,342.00-
B21-00222	3,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
B21-00312	15,500.00	11-4310	Adult Education/Instructional Materials/Suppli	2,500.00-
B21-00324	13,000.00	01-4320	General Fund/Non-Instructional Materials/Su	6,500.00
CHB21-00133	8,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,500.00
CHB21-00172	10,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB21-00177	2,500.00	01-4310	General Fund/Instructional Materials/Suppli	700.00
CHB21-00198	17,000.00	01-4310	General Fund/Instructional Materials/Suppli	8,000.00
CHB21-00222	12,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CS20-00260	58,635.00	21-6280	Building Fund/Construction Testing	27,885.00
CS20-00379	43,694.00	21-6210	Building Fund/Architect/Engineering Fees	3,300.00
CS20-00398	78,669.00	21-6280	Building Fund/Construction Testing	67,136.00-
CS21-00015	8,000.00	11-5800	Adult Education/Other Contractual Expenses	10,000.00-
P20-02828	1,644.87	01-4310	General Fund/Instructional Materials/Suppli	362.25-
P21-00095	785.00	01-5800	General Fund/Other Contractual Expenses	500.00-
P21-00098	365.00	01-5800	General Fund/Other Contractual Expenses	20.00
P21-00188	236.64	01-4310	General Fund/Instructional Materials/Suppli	211.42-
		01-4410	General Fund/Equipment \$500 - \$4,999	491.06-
			Total PO P21-00188	702.48-
P21-00281	12,024.51	13-6490	Cafeteria/Equipment over \$5,000	81.56
			Total PO Changes	196,186.39

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