



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, February 18, 2021

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

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

AGENDA

2020/21-22

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/SCUSDcommentFebruary18>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, including a request for oral comment, the submission deadline for closed and open session items shall be no later than noon, February 18. Individual public comment shall be no more than two minutes in length on each agenda item. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the agenda item and the number of public comments.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also

recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

- 3.1 *Government Code 54956.9 - Conference with Legal Counsel:*
 - a) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2020060079)*
 - b) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Two Potential Cases)*
 - c) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)*

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

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

- 3.4 *Education Code 35146 – The Board will hear staff recommendations on the following student expulsion re-entry:*
 - a) *Expulsion #8, 2019-20*

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 – Elyar Mirzaeian, a 5th Grade Student at Isador Cohen Elementary 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 *Resolution #3181: African American History Month
(Christina Pritchett)* **Action**
5 minutes
(Roll Call Vote)

- 7.2 *Resolution #3187: National Eating Disorder Awareness Week
(Christina Pritchett and Victoria Flores)* **Action**
5 minutes
(Roll Call Vote)

- 7.3 *Board Policy 3100: Revised Board Policy BP 3100:* **Conference/Third Reading**

7.4 Update on the Adopted Conditions of Readiness for the Re-Opening of School (Various Departments)

Information
30 minute presentation
45 minute discussion

7.5 District Assessments – Current District-Wide Student Assessment Practices and SPED Assessments (Christine Baeta and Raoul Bozio)

Information
60 minutes

9:00 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/SCUSDcommentFebruary18>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, including a request for oral comment, the submission deadline shall be no later than noon, February 18 for any agenda item. Individual written public comment shall be no more than two minutes in length on each agenda item. The Board shall limit the total time for public comment on each agenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the agenda item and the number of public comments. The Board is allowed to take action only on items specifically described on the agenda as action items, unless added to the agenda as allowed by law. The Board may, in its discretion, refer a matter to district staff or calendar an agenda item for future action.

9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

9:30 p.m. 9.1 Local Control Accountability Plan (LCAP) Update and Recommendations from the Parent Advisory Committee and Student Advisory Council (Vincent Harris and Steven Ramirez-Fong)

Information
30 minute presentation
20 minute discussion

10:20 p.m. 9.2 Approve Resolution No. 3182: Resolution to Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service (Cancy McArn)

Action
5 minute presentation
5 minute discussion
(Roll Call Vote)

10:30 p.m. 9.3 Approve Resolution No. 3183: Determination of Tie-Breaking Criteria (Cancy McArn)

Action
5 minute presentation
5 minute discussion
(Roll Call Vote)

10:40 p.m. 9.4 Approve Resolution No. 3184: To Determine Criteria from Eliminating a Certificated Employee In Order of Seniority (“Skipping” Criteria) (Cancy McArn)

Action
5 minute presentation
5 minute discussion
(Roll Call Vote)

Action

10:50 p.m. 9.5 Approve Resolution No. 3185: Notice of Layoff: Classified Employees and Child Development Permit Teachers – Reduction in Force Due to Lack of Funds and/or Lack of Work (Cancy McArn) 5 minute presentation
5 minute discussion
(Roll Call Vote)

11:00 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 Personnel Transactions (Cancy McArn)

10.1b Approve Donations to the District for the Period of January 1-31, 2021 (Rose Ramos)

10.1c Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of January 2021 (Rose Ramos)

10.1d Approve Resolution No. 3186: Project Approval and Notice of Exemptions (Nathaniel Browning)

10.1e Approve Staff Recommendations for Expulsion Re-Entry of Expulsion #8, 2019-20, as Determined by the Board (Doug Huscher and Stephan Brown)

10.1f Approve Minutes of the January 26, 2021, Special Board of Education Meeting (Jorge A. Aguilar)

10.1g Approve Amendment to MOU Between SCUSD and SEIU Regarding COVID-19 Health and Safety Measures 2020-2021 School Year to Allow for Access to Sites by Public (Raoul Bozio)

10.1h Approve MOU Between SCUSD and the City of Sacramento for Non-Congregate Shelter Facility Agreement Winter 2021 Severe Weather Emergency (Raoul Bozio)

10.1i Approve Minutes of the February 1, 2021, Board of Education Governance Workshop (Jorge A. Aguilar)

11:02 p.m. **11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** Receive Information

11.1 Business and Financial Information:

- Purchase Order for the Period of December 15, 2020 through January 14, 2021 (Rose Ramos)

11.2 Head Start Reports

11:05 p.m. **12.0 FUTURE BOARD MEETING DATES / LOCATIONS**

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

11:10 p.m. **13.0 ADJOURNMENT**

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.1

Meeting Date: February 18, 2021

Subject: Approve Resolution No. 3181: Recognition of National Black History Month, February 2021

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

Division: Board Office

Recommendation: Approve Resolution No. 3181: Recognition of National Black History Month, February 2021.

Background/Rationale: February has been designated as National Black History Month. The Resolution recognizes the importance of culturally relevant curriculum that outlines the contributions of Black history and communities. It states that SCUSD must strive to develop a deeper understanding of the disproportionate hardships many Black students and community members face in today's society, and calls for the District to continue addressing such disparities through thoughtful and holistic policy, programming, information sharing, and outcomes in order to move towards greater equity in our educational system and the greater community.

Financial Considerations: None

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

Documents Attached:

1. Resolution No. 3181

<p>Estimated Time of Presentation: 5 minutes Submitted by: Christina Pritchett, Board President Approved by: Jorge A. Aguilar, Superintendent</p>
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**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

**RESOLUTION NO. 3181:
RECOGNITION OF NATIONAL BLACK HISTORY MONTH,
FEBRUARY 2021**

WHEREAS, the first event to recognize and celebrate Black history occurred during a week in February in 1926, encompassing the birthdays of Abraham Lincoln and Frederick Douglass, two key figures in the history of African Americans; and

WHEREAS, in 1976 the week-long celebration was extended to the entire month of February; and

WHEREAS, Carter G. Woodson, African-American historian, author, and journalist, who is credited for establishing Black History month, wrote: “if you teach the Negro that he has accomplished as much good as any other race, he will aspire to equality and justice without regard to race;” and

WHEREAS, National Black History Month is a national tradition established in response to the inadequate and often times biased depiction of black history and African American communities in history books and schools curricula of the era; and

WHEREAS, African Americans helped develop our nation in countless ways, those recognized, unrecognized, and unrecorded; and

WHEREAS, the contributions of African American citizens, scientists, inventors, educators, farmers, homemakers, elected officials, clergy, entertainers, athletes, and explorers of earth and sky, have been recognized annually during National Black History Month; and

WHEREAS, African American citizens have participated, and continue to, in every American effort to secure, protect, and maintain the essence and substance of American democracy; and

WHEREAS, National Black History Month is a vehicle to promote culturally-relevant activities and scholarship at Sacramento City Unified School District to focus ways to close health, opportunity, and achievement gaps for black students, employees, and families; and

WHEREAS, not only during the month of February, but throughout the remainder of this year, it is important that Sacramento City Unified School District seek to understand how to thoughtfully and holistically address African American disparities in educational outcomes, degree and certificate completion, and diversity hiring in order to move towards greater equity in our educational system and the larger community;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education does hereby recognize the month of February as Black History Month and supports the important work and services provided by campus staff, managers, administrators, and residents throughout the District and across the nation;

BE IT FURTHER RESOLVED that the Board of Education will encourage all staff and

members of the community to recognize and celebrate National Black History Month through culturally relevant activities and programming.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2021, by the following vote:

A YES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

ATTESTED TO:

Christina Pritchett
President of the Board of Education

Jorge A. Aguilar
Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.2

Meeting Date: February 18, 2021

Subject: Approve Resolution No. 3187: Recognition of National Eating Disorders Awareness Week (February 22 – February 28, 2021)

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

Division: Board Office

Recommendation: Approve Resolution No. 3187 recognizing National Eating Disorders Awareness Week (February 22 – February 28, 2020).

Background/Rationale: According to the National Association of Anorexia Nervosa and Associated Disorders, over twenty million girls and women and ten million boys and men across the country suffer from clinically significant eating disorders at some point in their lives. Eating disorders affect persons of every race, color, gender, and socioeconomic category and are increasing among people in younger age groups. At this time, eating disorders have the highest mortality rate of any mental illness. Effective prevention of eating disorders is needed. Prevention focuses on learning how to live healthy lifestyles, challenging society's misleading messages about beauty, developing realistic expectations of self and body image, and accepting one's physical characteristics.

Financial Considerations: None

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

Documents Attached:

1. Resolution No. 3187

<p>Estimated Time of Presentation: 5 minutes Submitted by: Christina Pritchett, Board President Approved by: Jorge A. Aguilar, Superintendent</p>
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**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3187

“Recognition of National Eating Disorders Awareness Week, February 22 – February 28, 2021”

WHEREAS, the week of February 22th – February 28, 2021 is designated as National Eating Disorders Awareness Week dedicated to raising awareness of eating disorders and how with early detection, intervention, and awareness, we can make a positive difference; and

WHEREAS, according to the National Association of Anorexia Nervosa and Associated Disorders, over 20 million girls and women, and 10 million boys and men across the country suffer from a clinically significant eating disorder at some time in their life, including an estimated 3.6 million women in California alone; and, anorexia, bulimia, and compulsive overeating have the highest mortality rate of any mental illness at 12 times higher than the death rate of ALL other causes of death for girls and women 15 to 24 years old; and

WHEREAS, eating disorders affect persons of every race, color, gender, and socioeconomic category and are increasing among people in younger age groups, including children as young as 7 years of age; and, media pressures and genetic, social, and familial factors are all known to be related to eating disorders; and, while eating disorders are treatable when diagnosed early, they are often misunderstood and stigmatized, and pose a public health challenge that must be addressed to the fullest extent; and

WHEREAS, eating disorders can profoundly affect a child’s ability to learn. Eating disorders may cause students to feel irritable, decrease ability to concentrate, focus, listen and process information. Students with eating disorders may have deficiencies in specific nutrients, which has an immediate effect on students’ memory and ability to concentrate. Students may become less active and more apathetic, withdrawn, and engage in fewer social interactions. Eating disorders may impair the immune system and make students more vulnerable to illnesses, leading to increased absenteeism in school. A students’ cognitive function will also be affected by the mental disorders that often coexist with an eating disorder, including anxiety, depression, and obsessive-compulsive disorder.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education recognizes the importance of supporting the health and well-being of students and will undertake efforts to address the social, emotional and physical health needs of our students, to raise mental & physical health awareness, and to provide support and resources to students experiencing health challenges and their families.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2021, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.3

Meeting Date: February 18, 2021

Subject: Revised Board Policy BP 3100: Business and Noninstructional Operations
(Reserves and Use of One-Time Funds)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/Third Reading (Action Anticipated: 3/4/21)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Review the revisions to Board Policy BP 3100: Business and Noninstructional Operations which include the increase of the general fund expenditure reserve from the minimum 2% to a 5% reserve level. Implementation for establishing the 5% minimum reserve level is recommended to begin fiscal year 2022-2023 or after the deficit is eliminated.

Revisions to Board Policy BP 3100: Business and Noninstructional Operations will also include the use of One-Time funding for ongoing expenditures as a last resort and Board approval for use of One-Time funds will be required as a separate action.

Background/Rationale: In order to maintain fiscal solvency, restore stability and address long term financial issues, the District shall establish and maintain a general fund reserve for economic uncertainty at no less than 5%.

Furthermore, the District shall consider any proposed use of One-Time funding and shall take separate action to approve such uses.

- February 6, 2020 and May 21, 2020 Board Meetings - first reading on the proposed revisions to BP 3100 on reserves and use of one-time funds
- June 18, 2020 Board Meeting – second reading on the proposed revisions to BP 3100 on reserves and use of one-time funds

Financial Considerations: Increase minimum general fund reserve from the minimum 2% to a 5% reserve level in fiscal year 2022-2023 or after the deficit is eliminated. The District

shall consider any proposed use of One-Time funding and shall take separate action to approve such uses.

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

Documents Attached:

1. Executive Summary
2. BP 3100: Business and Noninstructional Operations

Estimated Time: N/A

Submitted by: Rose Ramos, Chief Business Officer

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Business Services

Revised Board Policy BP 3100: Business and Noninstructional Operations (Reserves and Use of One-Time Funds)

February 18, 2021



I. OVERVIEW/HISTORY:

The District will establish a 5% reserve level for general fund expenditures that meets or exceeds the requirements of 5 CCR 15443. Implementation for establishing the 5% minimum reserve level is recommended to begin fiscal year 2022-2023 or after the deficit is eliminated.

In October 2018, FCMAT conducted a Fiscal Health Analysis Study of the District. The Fiscal Review Report presented to the Board in December 2018 contains the findings of the study. The District has been working with the Fiscal Advisor and staff to implement FCMAT's recommendations.

In March 2019, the District was notified by the California State Auditor's office that an audit of the District would be conducted. The audit was completed and the report was released in December 2019.

The recommendations of both the FCMAT Report and the State Audit Report support the District's decision to revise and implement policies which will guide the District's budget process.

- February 6, 2020 and May 21, 2020 Board Meetings - first reading on the proposed revisions to BP 3100 on reserves and use of one-time funds
- June 18, 2020 Board Meeting – second reading on the proposed revisions to BP 3100 on reserves and use of one-time funds

II. DRIVING GOVERNANCE:

- Education Code section 42103 requires the governing board of each school district shall hold a public hearing on the proposed budget in a school district facility, or some other place conveniently accessible to the residents of the school district for public inspection.
- Education Code section 42127 requires the Governing Board of each school district to adopt a budget on or before July 1st. Article XIII section 36(e)(6) requires the Governing Board to approve Education Protection Account proposed expenditures in open session of a public meeting. The budget to be adopted shall be prepared in accordance with Education Code section 42126. The adopted budget shall be submitted to the County Office of Education. The County Office of Education will determine if the district will be able to meet its financial obligations during the fiscal year and ensure a financial plan that will enable the district to satisfy its multi-year financial commitments.

Board of Education Executive Summary

Business Services

Revised Board Policy BP 3100: Business and Noninstructional Operations (Reserves and Use of One-Time Funds)

February 18, 2021



III. BUDGET:

Due to the importance of maintaining reserve levels during stable and volatile economic times, the District will establish a 5% reserve for general fund expenditures. Implementation for establishing the 5% minimum reserve level is recommended to begin fiscal year 2022-2023 or after the deficit is eliminated. Furthermore, the District shall consider any proposed use of One-Time funding and shall take separate action to approve such uses.

IV. GOALS, OBJECTIVES AND MEASURES:

Maintain fiscal solvency, restore stability and address the long term financial issues of the District.

V. MAJOR INITIATIVES:

Maintain a 5% reserve level to address economic uncertainty. Proposed use of One-Time funding shall take separate action to approve such uses.

VI. RESULTS:

Update Board Policy to address reserve level needed to establish and maintain fiscal solvency.

VII. LESSONS LEARNED/NEXT STEPS:

- Work with Sacramento County Fiscal Advisor on mitigation measures for reserve deficiency.
- Ensure recommendations and corrective actions found in the State Audit Report are implemented.
- Ensure recommendations and corrective actions found in the FCMAT Report are implemented.

Sacramento City USD | BP 3100 Business and Noninstructional Operations (~~Reserves and Use of One-Time Funds~~)

Budget

The Governing Board accepts responsibility for adopting a sound budget that is compatible with the District's vision and goals. ~~The Board shall establish and maintain a reserve that meets or exceeds the requirements of law.~~

(cf. 3300 – Expenditures/Expending Authority)

The Board encourages public input in the budget development process and shall hold public hearings in accordance with the law.

The Superintendent or designee shall determine the manner in which the budget is developed and shall schedule the budget adoption process in accordance with the single budget adoption process.

Reserve for Economic Uncertainty

~~Per BP 3100, the Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443. The reserve for economic uncertainty for the District will be established at no less than 5% of total general fund expenditures. In the event that the District falls below the 5% level, the percentage level will be restored at a rate of no less than one percent per year until the five percent level is reached.~~

~~In the event that restoring the reserve at a rate of 1% per year will result in a negative impact to students due to reductions in student programs, the Board can elect to restore the reserve at a rate less than 1% per year.~~

~~Implementation for establishing the 5% minimum reserve level is recommended to begin fiscal year 2022-2023 or after the deficit is eliminated.~~

One-Time Funds

~~One-Time funding should be used for one-time expenditures and shall only be used for an on-going expenditure as a last resort. As part of the approval of the annual budget, the Board shall consider any proposed use of One-Time funding and shall take separate action to approve such uses.~~

Legal Reference:

EDUCATION CODE

1620-1630 County office of education budget approval

33127 Development of standards and criteria for local budgets and expenditures

33128 Standards and criteria

33129 Standards and criteria; use by local agencies 35035 Powers and duties of superintendent

Sacramento City USD | BP 3100 Business and Noninstructional Operations (Reserves and Use of One-Time Funds)

35161 Powers and duties, generally, of governing boards

42103 Public hearing on proposed budget; requirements for content of proposed budget; publication of notice of hearing

42122-42129 Budget requirements

42132 Resolutions identifying estimated appropriations limit

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

44518-44519.2 Chief business officer training program 45253 Annual budget of personnel commission

45254 First year budget of personnel commission GOVERNMENT CODE

7900-7914 Expenditure limitations CODE OF REGULATIONS, TITLE 5

15440-15452 Criteria and standards for school district budgets

15467-15479 Criteria and standards for county office of education budgets

Management Resources:

CDE MANAGEMENT ADVISORY

0203.92 Implementation of AB 1200, 92-03

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Adopted: November 16, 1998 Sacramento, California

Reviewed: November 5, 2001

Reviewed: February 6, 2020

Reviewed: May 21, 2020

Reviewed: June 18, 2020



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 7.4

Meeting Date: February 18, 2021

Subject: Update on the Adopted 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: Continuous Improvement and Accountability, Student Support & Health Services, Facilities, Risk Management

Recommendation: N/A

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, teams have 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 update the board of education on the latest re-opening guidance, share the current re-opening measures and the work underway to ensure a safe re-opening of in-person instruction when conditions permit it.

Financial Considerations: N/A

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

Documents Attached: N/A

<p><u>Estimated Time of Presentation:</u> 30 minutes presentation and 45 minutes discussion <u>Submitted by:</u> Vincent Harris, Chief Continuous Improvement and Accountability Officer <u>Approved by:</u> Jorge A. Aguilar, Superintendent</p>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.5

Meeting Date: February 18, 2021

Subject: District Assessments – Current District-Wide Student Assessment Practices and SPED Assessments

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

Division: Legal Services

Recommendation: Not Applicable.

Background/Rationale: This matter concerns common and special education assessments. The District recognizes that providing stakeholders with timely and useful information on students' academic progress and performance is essential for increasing academic achievement for all learners.

Common assessments include both state required examinations such as The California Assessment of Student Performance and Progress (CAASPP); the English Language Proficiency assessment for California (ELPAC); and Physical Fitness Testing (PFT), as well as District-wide common assessments, which the District has developed.

Regarding special education assessments of students with disabilities, and particularly in light of school closures due to the COVID-19 pandemic, the District has not been able to complete those assessments or hold IEP meetings to discuss those assessments, within 60 days of receiving parental consent as required by Education Code section 56043(c), which has resulted in a decision and required action steps being issued by the California Department of Education (CDE).

The District-wide common assessments are currently not being administered in light of an Arbitrator's decision rendered on January 11, 2021 in Case No. 01-20-0000-2531 and pending the convening of an assessments committee with SCTA. As for the remaining aforementioned assessments, the District is currently working to ensure they

are administered. The District will provide stakeholders with ongoing information about student performance and progress.

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 45 Minutes Submitted by: Christine Baeta, Chief Academic Officer; Raoul Bozio, In House Counsel Approved by: Jorge A. Aguilar, Superintendent</p>

Board of Education Executive Summary

Legal Department

Information Item Regarding District Assessments – Current District-Wide Student Assessment Practices/District Common Assessments and Special Education Assessments
February 18, 2021



I. Overview/History of Department or Program

SCUSD recognizes that providing stakeholders with timely and useful information on students' academic progress and performance is essential for increasing academic achievement for all learners. The ability to provide such information is dependent on educators' and administrators' access to high-quality, valid, and reliable assessment measures that provide continuous information on what students know and are able to do. Moreover, educators and administrators must be skillful users of assessment data maximizing it to improve teaching and learning and to make decisions about instructional programming. This is even more critical for impacting achievement of students with disabilities, English Learners, and/or those who are performing below grade level.

Current District-Wide Student Assessment Practices/District Common Assessments

Presently, SCUSD is administering District-wide student assessments required by the state. Additionally, SCUSD is administering District-wide student assessments for College Readiness, which is administered by the College Board, International Baccalaureate assessments, and assessments for GATE Identification. The aforementioned assessments are administered annually and include the following:

English Language Proficiency Assessment for California (ELPAC)

The ELPAC is used by the state to assess students who are English Learners. The assessment provides information on student levels of English proficiency and is used to reclassify English Learners. The ELPAC Initial Assessment is given to all new English Learners and the ELPAC Summative is administered on an annual basis to all English Learners.

Smarter Balanced Assessment Consortium (SBAC) for ELA and Math

The SBAC for ELA and Math are online state assessments used to determine if students have mastered grade level standards for the California Common Core Standards. The assessments are administered one time per year in grades 3-8 and 11 only.

California Alternative Assessment (CAA) for ELA and Math

The CAA for ELA and Math is an annual assessment measure administered as an alternative to the SBAC. The assessment is designed for students with the most significant cognitive disabilities and is administered to students in grades 3-6 and 11.

California Science Test (CAST) and California Alternative Assessment for Science (CAA-Science)

The CAST is an online assessment for science that is administered only in grades 5, 8, and one time while a student is in high school. The test is aligned to the Next Generation Science

Board of Education Executive Summary

Legal Department

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Standards. Similar to the CAA ELA and Math, the CAA Science is an alternative science assessment for students with significant cognitive disabilities.

National Assessment of Educational Progress (NAEP)

The NAEP, commonly referred to as the Nation's Report Card is a national assessment and includes assessments in various subject areas. NAEP is administered annually in grades 4, 8, and 12 and only a random sampling of schools in a district take the NAEP.

Physical Fitness Test

The Physical Fitness test administered in California is Fitnessgram. This assessment is administered in grades 5, 7, and 9 and consists of a battery of fitness assessments in areas such as aerobic capacity, abdominal and upper body strength, and flexibility.

Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT)

The SAT is a test of academic skills in various content areas that is used by colleges and universities to determine readiness for college and informs admissions decisions. SCUSD administers the SAT system-wide annually to all students in grade 11. The PSAT is a precursor to the SAT and is administered to all 10th grade students. This year the district also administered the PSAT 8/9 to all students in grades 8 and 9. The PSAT and PSAT 8/9 assessments provide students and staff with information on how students are predicted to perform on the SAT and results provide students with information on areas they can work on to improve their performance.

GATE Assessments

SCUSD annually screens students in grades 1 and 3 for Gifted and Talented Education services eligibility using nationally recognized and normed assessments. The district uses the Naglieri Non-Verbal Abilities Assessment (NNAT3), in grade 1 and the Cognitive Abilities Test (CogAT), a problem solving and reasoning test, in grade 3.

Advanced Placement (AP) and International Baccalaureate (IB)

AP and IB assessments are administered to students who are enrolled in AP or IB coursework or demonstrate advanced proficiency with course content, and wish to self-select into the opportunity to complete one or more of these college readiness assessments. These courses are considered college-level courses and students performing at a required level of proficiency on the assessments are able to have the courses count towards college credit. Additionally, these assessments are vital criteria in the College/Career Readiness indicator on the CA School Dashboard.

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District Common Assessments

In recent years, the state of California has adopted more rigorous college and career focused curricular standards in English Language Arts (ELA), English Language Development (ELD), mathematics, and science and has made substantial changes to state level assessment. As a result, districts have had to critically evaluate their local assessments and assessment practices. An analysis of current District-administered assessments reveals that the District is overly reliant on assessments provided by the state for information on how students are progressing. These assessments are only administered on an annual basis and often there is a lengthy time-lag from when the assessments are administered to when data are available for use which makes it difficult for this information to be used to impact instruction for students.

The District has developed a comprehensive system of District common assessments, which are designed to be administered three to four times a year and include foundational reading, English Language Arts, and math. The assessments at the start of the year are designed to assess unfinished learning of the previous year's learning. The remaining assessments are designed to provide stakeholders with ongoing information about student performance and progress on grade level standards. A copy of the District's assessments plan and calendar is included with the attached supporting documents.

Currently, the District is unable to administer its common assessments pursuant to the Arbitrator's decision rendered on January 11, 2021 in Case No. 01-20-0000-2531. The decision and related documents are accessible on the District's website at: <https://www.scusd.edu/document/source-documents-legal-matters>. A copy of the decision is included with the attached supporting documents.

Consistent with the above decision, the District and SCTA are to convene a committee to come to an agreement on the common assessments which the District will give in addition to those required by the state. As of the time of the posting of this summary, SCTA has not agreed to any dates offered by the District, nor offered any other dates, to convene this committee.

Special Education Assessments

Assessment in special education is a process of collecting information about a student for the purpose of determining eligibility under one or more of the following thirteen eligibility categories:

1. Specific Learning Disability (SLD)
2. Other Health Impairment (OHI)
3. Emotional Disturbance (ED)
4. Speech or Language Impairment (SLI)

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5. Autism (AUT)
6. Intellectual Disability (ID)
7. Hard of Hearing (HH)
8. Deafness (DEAF)
9. Visual Impairment (VI)
10. Orthopedic Impairment (OI)
11. Deaf-Blindness (DB)
12. Multiple Disabilities (MD)
13. Traumatic Brain Injury (TBI)

In making a determination of eligibility, the Individual Education Plan (IEP) team shall make the decision as to whether or not the assessment results demonstrate that the degree of the student's impairment requires special education and or related services. It is worth noting that a student shall not be determined to be an individual with exceptional needs if the determining factor is one of the following:

- Lack of appropriate instruction in reading
- Lack of appropriate instruction in mathematics
- Due primarily to limited school experience or poor school attendance
- Is a result of environmental, cultural difference, or economic challenges
- Could be corrected through other interventions and supports offered within the general education program.
- Limited-English proficiency

Assessments in special education are historically provided in-person and within educational settings. Further, the majority of standardized assessments are normed to be delivered within in person settings.

School closures, as a result of the COVID-19 pandemic, have impacted the special education assessment process nationwide. The District is collaborating with labor partners to establish a Memorandum of Understanding (MOU) which outlines safety protocols which would enable appropriately credentialed and licensed individuals to provide these assessments as some such assessments need to take place in-person in order for accuracy and to meet the legal standards for same. Further, the greater educational community, including standardized assessment publishers, have invested in the development of assessments which are normed to be provided in virtual settings and online platforms, which allow for a simulated in-person assessment environment.

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Currently, the District is unable to administer special education assessments due to the lack of a negotiated MOU with its labor partners. However the District continues to analyze the various options available to effectively and efficiently provide valid special education assessments in accordance with COVID-19 safety measures. The history of the District’s bargaining, including its initial proposal and counter-proposals from each party can be found on the District's website: <https://returntogether.scusd.edu/labor-negotiations>.

II. Driving Governance:

Current District-Wide Student Assessment Practices/District Common Assessments

The District’s Equity, Access, and Social Justice Guiding Principle calls for all students to be given an equal opportunity to graduate with the greatest number of post-secondary choices from the widest array of options. Vital to actualizing this principle is having a “comprehensive, coherent and continuous system of assessment” (CA ELA/ELD Framework, 2014) to monitor student progress and ensure that students graduate with the requisite knowledge and skills to meet the demands of any post-secondary option they choose. The District has established the expectation for monitoring and reporting on student progress in various Board policies, including BP 5121, BP 5123, BP 6162.5.

The critical role that academic assessments play in impacting and improving teaching and learning in various academic subject areas is well researched in the California Department of Education [subject matter curricular frameworks](#) for math (2013), ELA/ELD (2014), science (2016), and social science (2016). All frameworks call for a balanced approach to assessments including assessments for learning and assessment of learning. Additionally, the [CA Dyslexia Guidelines](#) (2017) call for universal screening or assessment of all students in reading so that students can be provided with early interventions to address reading difficulties. The guidelines also forefront the importance of ongoing progress monitoring in reading throughout the school year using evidence-based assessments. Similarly, the state has also positioned assessments to screen, diagnose specific learning needs, and progress monitor to inform placement in tiered supports, as foundational and fundamental components of a Multi-Tiered System of Supports (<https://www.cde.ca.gov/ci/cr/ri/mtsscomponents.asp>).

California Education Code also specifies that districts use an assessment of academic achievement in English language Arts along with the state’s English Language Proficiency Assessment for California (ELPAC) to make decisions about English Learner reclassification (EDC TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. -32500]). Districts that have local assessments of academic achievement beyond state assessments are able to provide greater opportunities for students to demonstrate that they have achieved grade level proficiency and to be redesignated as proficient in English.

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Special Education Assessments

Special education assessments shall be conducted within specific timelines as outlined by state and federal law:

- Education Code Section 56043(a)—Assessment Plans
 - If an assessment for the development or revision of the individualized education program is to be conducted, the parent or guardian of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupil's regular school sessions or terms or days of school vacation in excess of five schooldays from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension.
- Education Code 56043(f)(1)—Assessment Timeline
 - Requires that an IEP resulting from “an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days, not counting days between the pupil’s regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent’s or guardian’s written consent for assessment, unless the parent or guardian agrees in writing to an extension, pursuant to Section 56344.

Further, the District has special education policies and procedures in place for documenting and responding to initial special education evaluations, re-evaluations, and related procedural safeguards for parents and timelines as required by state and federal regulations located at Administrative Regulation 6164.4 and the District’s 2018-19 special education handbook.

III. Budget:

Current District-Wide Student Assessment Practices/District Common Assessments

District common assessments are intended to monitor student achievement and inform academic, social-emotional, and career and college readiness intervention efforts.

Special Education Assessments

Special education assessments are mandated to inform student eligibility for special education supports and services and ensure students have access to a free and appropriate public education within the District as required by state and federal law. District common assessments are informative data measures for IEP teams to consider when conducting special education assessments.

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IV. Goals, Objectives and Measures:

Current District-Wide Student Assessment Practices/District Common Assessments

The District needs to have a comprehensive system of assessments to monitor student progress and to be able to provide objective information to students, parents, teachers administrators, the superintendent and the board of education on whether or not students are making adequate progress towards grade level readiness and meeting standards. Having regular, reliable information on student progress will enable the District to provide timely interventions to students as a necessary part of a multi-tiered system of support.

Special Education Assessments

The District's Special Education Department utilizes an online database, Special Education Information System (SEIS), for its special education data management system. This system supports our team with monitoring special education timelines and development of individualized IEP documentation.

It is important to note that the health of the District's data system and consistency by the users is imperative to having accurate data. Due to the natural consequence of data entry and opportunities for error, the Special Education Department is collaborating with site administration, education specialists, and related service providers in a weekly data review process to ensure the system is reporting accurate data.

V. Major Initiatives:

Current District-Wide Student Assessment Practices/District Common Assessments

Each of the assessments the District administers provides valuable information on student achievement. However, there are significant limitations in relying heavily on assessments that are required by the state, are administered only in certain grade levels, and where data are only reported annually. Table 1 attached hereto as "Table 1 - Grade levels Currently Assessed" provides a summary of each of the assessments and the grade levels they are administered.

The table illustrates the information gaps that occur within the assessment system which relies on our current assessments. For almost every grade, the students are assessed only once per year unless they are an English Learner. Furthermore, most of these assessments occur in the spring with months between when the assessments take place and when final data are reported to the district. This information lag means that teachers do not receive information on student performance until after the students have left their care.

A single spring administration of an assessment also means that there is no system-wide and

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objective information being provided to educators, administrators, parents/guardians, and students regarding whether or not students are making adequate progress towards grade level readiness and meeting standards. The ability to provide meaningful and aligned interventions and supports is also compromised.

The chart also reveals that for English Learners, the problem is even more acute and impacts their opportunities to qualify for reclassification. This is evident in the early grade levels where the only assessment being administered may be ELPAC. Without a common academic achievement assessment, the district is unable to reclassify EL students.

The District is to convene an assessment committee with SCTA to agree upon common assessments to provide critical information to monitor student progress, inform teaching and learning and cycles of continuous improvement, and support programmatic decision making.

Special Education Assessments

Three complaints were filed with the California Department of Education (CDE) on November 20, 2020; January 6, 2021; and January 22, 2021 alleging, among other things, a violation of the District's obligation to timely conduct special education assessments and specifically, to conduct special education assessments within 60 days of receiving signed parental authorization for assessment. Following the (CDE) January 19, 2021 investigation report (attached hereto) on the first of these complaints, the District and the CDE's special education team held a February 2, 2021 meeting, wherein the District agreed with CDE's finding that the District failed to comply with Education Code 56043(f)(1). The District intends to work with CDE regarding implementation of its corrective actions and has begun providing weekly updates and responsive information to CDE regarding the same. The District anticipates similar findings and corrective actions to be issued by CDE in the two additional matters.

The corrective actions include the following:

1. For Student One, on or before February 22, 2021, the District shall provide evidence that it has completed the student's assessments, convened an IEP meeting to review them, and determined the student's services. If the IEP team determines compensatory services are needed, over and above the regular IEP services for the student, the District shall also provide the educational rights holder a plan for the provision of compensatory services, if agreed to by the educational rights holder, based on the delay in completing the assessments and timely holding and completing the IEP. Acceptable evidence should include a copy of the completed assessment report(s), the completed IEP and the compensatory service plan if applicable.
2. On or before February 2, 2021, the District special education director or designee shall

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provide this report to the District's board of education. Acceptable evidence should include a copy of the meeting notes.

3. On or before February 2, 2021, the District shall provide training to all District special education assessment administrators, school site special education case managers, and assessment service providers, regarding EC Section 56043(f)(1) and the findings of this case, with a directive to comply with the law. Acceptable evidence should include a copy of the training agenda and a list of recipients and training participants, including their titles and verification of attendance. Training by webinar or other electronic means is acceptable, and dividing training sessions to accommodate the scheduling needs of attendees is acceptable.
4. On or before February 2, 2021, the District shall provide the CDE a list of students who have either an overdue initial or triennial reevaluation assessment. The list shall include the name of the student, the original initial/triennial due date, the current progress on the students' assessments, and the date in which an IEP meeting will be held to review assessment data. Acceptable evidence should include a copy of the list.
5. On or before February 2, 2021, the District shall develop a plan, using the information in the list prepared in response to corrective action four above, that ensures all overdue assessments from March to November 20, 2020, will be completed by July 30, 2021. The plan must include the number of assessments that will be completed weekly and by whom, whether District staff or qualified, non-District, contracted assessors. Acceptable evidence should include a copy of the plan.
6. On or before February 19, 2021, the District shall provide evidence of written communication with the individual affected parents/guardians of the students in the lists compiled corrective action 4, that describes the District's plan for completing the individual student assessments respectively. Acceptable evidence should include copies of the letters.
7. On or before July 30, 2021, the District shall have provided the CDE with weekly spreadsheets or weekly reports, between the date of this report and July 30, 2021, showing outstanding assessments and IEP meetings to discuss assessments completed, as identified in the plan prepared in response to corrective action five above. Acceptable evidence should include a copy of the weekly spreadsheet or report.
8. On or before July 30, 2021, based on the students' completed IEPs, if the IEP teams determine compensatory services are needed, over and above the regular IEP services for the students respectively, the District shall provide letters to the parents/guardians respectively, with a plan for the provision of compensatory services as appropriate, if agreed to by the parent/guardian, based on the delay in completing the assessments and timely holding and completing the IEPs. Acceptable evidence should include a copy of the students' IEPs and plans for providing compensatory services over and above the

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regular services already included in the students' IEPs, if applicable.

VI. Results:

Current District-Wide Student Assessment Practices/District Common Assessments

See attachments:

- "ELPAC Results"
- "ELA Common District Assessments Participation and Performance Results"
- "Math Common District Assessments Participation and Performance Results"

Special Education Assessments

Currently, according to data from the SEIS system, the District has 420 outstanding initial assessments and 431 outstanding triennial assessments.

VII. Lessons Learned/Next Steps:

Current District-Wide Student Assessment Practices/District Common Assessments

As SCUSD has worked to expand its assessment practices and increase opportunities to provide stakeholders with information on student academic needs, we have learned several lessons including but not limited to the following:

- District common assessments need to be aligned to a guaranteed and viable curriculum for each and every student.
- District common assessments give vital information pertaining to whether students are learning the necessary standards of the guaranteed and viable curriculum in each grade level.
- District common assessments are necessary to provide timely interventions to students on an as needed basis as part of a multi-tiered system of support. These interventions could be site or District-based. An example of a District-based intervention is the Expanded Learning Summer Program.
- District common assessments are necessary to give English Learner students multiple opportunities to reclassify. This is especially pertinent in the grade levels which are not assessed by the SBAC, who would have no opportunity to reclassify without District Common Assessments.
- As per the Office of Civil Rights, District common assessments are necessary to give students equitable opportunities to be GATE identified.
- District common assessments are necessary to evaluate the effectiveness of interventions and programs.
- District common assessments are necessary to provide school teams with regular, objective data to inform cycles of continuous improvement.
- District common assessments are necessary to provide the District with information on

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where the curriculum is weak, so we can provide targeted professional learning to teachers.

- Building an effective assessment system is an ongoing endeavor and must be carefully monitored.
- Building the capacity of educators, administrators, and support staff to be skillful users of assessment data is of utmost importance and is ongoing work.

Our next steps include the following:

- To convene an assessment committee with the SCTA to agree upon District common assessments.
- Provide ongoing professional learning for administrators and educators on data analysis and using assessment results to inform instruction.
- Finalize communication protocol for stakeholders.
- Finalize student reporting for parents and guardians.
- Evaluate the assessments items annually and revise as needed.

Special Education Assessments

The District was appreciative for the opportunity for our Special Education team, which included the District Superintendent, Chief Academic Officer, and Legal Counsel, to meet with the CDE's Special Education team on February 2, 2021 to discuss CDE's January 19, 2021 Investigation Report for Case S-0297-20/21. At the meeting, the District confirmed their agreement with the Decision's findings that the District has failed to comply with Education Code section 56043(f)(1), which requires convening an IEP team meeting to review an assessment within 60 days of calendar days (not counting days between the pupil's regular school sessions, terms or days of school vacation in excess of five schooldays) from the date of receipt of the parent's or guardian's written consent for assessment, unless the parent or guardian agrees in writing to an extension.

The District is diligently working to take necessary steps to satisfy the requirement to assess its students with disabilities consistent with the corrective actions set forth in the decision and the District intends to work with CDE regarding implementation of the District-wide corrective actions.

At the February 2, 2021, it was agreed that the District would provide CDE with an initial response and update on Friday, February 5, 2021, concerning its progress on the corrective actions included in the Decision. Thereafter, the District will provide weekly assessment progress updates to CDE as required by the decision.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 9.1

Meeting Date: February 18, 2021

Subject: Local Control and Accountability Plan (LCAP) Update and Recommendations from the Parent Advisory Committee and Student Advisory Council

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

Division: Continuous Improvement and Accountability Office

Recommendation: Receive information about the status and context of the 2021-22 Local Control and Accountability Plan (LCAP) and receive recommendations from the LCAP Parent Advisory Committee (PAC) and Student Advisory Council (SAC).

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

The LCAP PAC is a board and superintendent appointed group that provides input to inform LCAP development. The recommendations being presented were provided to the board via board communication in December 2020 and based upon the ongoing work of the committee throughout 2019-20 and into the fall of 2020.

The Student Advisory Council (SAC) engages students in policy advocacy, applied social research, democratic governing, and grassroots organizing. The SAC strives to promote student voice within the district and works to take action against problems faced by students. SAC's recommendations are based upon

the council's discussions over the past year as well as input the members have gathered from peers.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary
2. Annual Update for Developing the 2021-22 Local Control and Accountability Plan Template
3. LCAP Template for 2021-22
4. LCAP Expenditure Tables Template
5. LCAP PAC Recommendations (December 2020)

Estimated Time of Presentation: 30 minutes

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

Approved by: Jorge A. Aguilar, Superintendent

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Continuous Improvement and Accountability and State and Federal Programs



Local Control and Accountability Plan (LCAP) Update and Recommendations
from the Parent Advisory Committee and Student Advisory Council
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I. Overview/History of Department or Program

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

II. Driving Governance:

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

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

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

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

Per Ed Code 52063(a)2, the district is expected to establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district. SCUSD's LCAP Parent Advisory Committee (PAC) is composed of sixteen (16) members, with two (2) members appointed by each of the seven board members and two (2) appointed by the superintendent.

Education Code also specifies that the governing board shall consult with a range of stakeholder groups, including students, in developing the LCAP. The Student Advisory Council is a key body within the stakeholder consultation process. The SAC engages students in policy advocacy, applied social research, democratic governing, and grassroots organizing. The SAC strives to promote student voice within the district and works to take action against problems faced by students.

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Continuous Improvement and Accountability and State and Federal Programs



Local Control and Accountability Plan (LCAP) Update and Recommendations
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III. Budget:

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

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

IV. Goals, Objectives and Measures:

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

The key components of an LCAP include:

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

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

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

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

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

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

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

1. Basics (Teacher Assignments, Access to Instructional Materials, Facilities in good repair)
2. State Standards (Implementation of academic content and performance standards adopted by the state)
3. Parental Involvement (Efforts to seek parent input in decision making and promotion of parent participation)
4. Pupil Achievement (Performance on standardized tests, college/career readiness, English Learner reclassification and proficiency)
5. Pupil Engagement (Attendance rates, Chronic Absenteeism rates, Drop-out rates, Graduation Rates)
6. School Climate (Suspension rates, Expulsion rates, local surveys of safety and connectedness)
7. Course Access (Enrollment in a broad course of study)
8. Other Pupil Outcomes (Pupil outcomes in subject areas)

V. Major Initiatives:

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

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

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

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

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Continuous Improvement and Accountability and State and Federal Programs



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Consolidation of expenditure information into summary tables:

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

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

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

Merging of the Annual Update and Goals Sections:

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

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

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

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

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

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs



Local Control and Accountability Plan (LCAP) Update and Recommendations from the Parent Advisory Committee and Student Advisory Council
February 18, 2021

VI. Results:

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

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

During 2019-20, the LCAP PAC prioritized the development of initial recommendations earlier in the year to inform the LCAP development process. The recommendations build upon the priorities shared in the PAC's June 2020 presentation to the board and input provided during the Learning Continuity and Attendance Plan process during the summer and fall of 2020.

The Student Advisory Council's recommendations are based upon their prior recommendations to the 2019-20 LCAP, input provided during the Learning Continuity and Attendance Plan process, and discussions/input gathering throughout the fall of 2020.

VII. Lessons Learned/Next Steps:

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

Key Checkpoints in the LCAP development and adoption process include:

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

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Update and Recommendations from the Parent Advisory Committee and Student Advisory Council
February 18, 2021



Key Terms:

Local Control and Accountability Plan (LCAP):

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

Local Control Funding Formula (LCFF)

- The state's method for funding school districts

LCFF Base Funding

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

Unduplicated Pupils

- English Learners, Low-Income students, Foster Youth

LCFF Supplemental Grant Funding

- Additional funding based upon unduplicated pupil percentage

LCFF Concentration Grant Funding

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

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

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

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

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

Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

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

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

Actions / Services

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

Goal Analysis

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

[Add text here]

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

[Add text here]

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

[Add text here]

Analysis of In-Person Instructional Offerings

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

[Add text here]

Distance Learning Program

Actions Related to the Distance Learning Program

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

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

[Add text here]

Analysis of the Distance Learning Program

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

[Add text here]

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

[Add text here]

Analysis of Pupil Learning Loss

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

[Add text here]

Analysis of Mental Health and Social and Emotional Well-Being

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

[Add text here]

Analysis of Pupil and Family Engagement and Outreach

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

[Add text here]

Analysis of School Nutrition

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

[Add text here]

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

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

[Add text here]

Overall Analysis

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

[Add text here]

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

[Add text here]

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

[Add text here]

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

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

[Add text here]

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

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

Plan Summary [LCAP Year]

General Information

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

[Respond here]

Reflections: Successes

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

[Respond here]

Reflections: Identified Need

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

[Respond here]

LCAP Highlights

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

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

[Respond here]

A summary of the feedback provided by specific stakeholder groups.

[Respond here]

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

[Respond here]

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

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

Actions

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

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

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

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

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

Required Descriptions

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

[Provide description here]

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

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

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

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

LCAP Parent Advisory Committee (PAC)

November 2020 (Updated 2.8.21)

Recommendations to Inform Development of the 2021-22 to 2023-24 Local Control and Accountability Plan

The LCAP Parent Advisory Committee (PAC) submits the following recommendations to inform the district's development of the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). The recommendations are based on the sum of the PAC's efforts over the 2019-20 year and 2020-21 meetings to date. They build upon the priorities shared in the PAC's June 2020 presentation to the board and the efforts to support development of the Learning Continuity and Attendance Plan this past summer and fall.

In past years, the LCAP has traditionally submitted comments and recommendations to the developing LCAP draft. This has resulted in submission during the final months of the academic year, following much of the key decision-making that occurs in the early spring. In 2019-20 the PAC set the goal to provide recommendations earlier in the LCAP process so that parents could more authentically inform the development of the plan.

The recommendations that follow are guided by four overarching priorities. These include:

- **Coherence and consistency in the provision of a foundational educational program and experience for all students**
- **Equitable opportunities, experiences, and outcomes**
- **Disruption of the status quo - Acting on opportunities for radical changes to programs and practices**
- **Implementation of a Multi-Tiered System of Supports (MTSS)**

The PAC looks forward to continuing its engagement in the LCAP development process, including providing additional input when the draft LCAP becomes available.

Priority Area		Recommendations
Foundational Educational Experience for All students at All school sites	Robust and Equitable School Program	<ul style="list-style-type: none">● All students have access to a program with arts, sports, and after-school programs (No 'pay to play')● Specialty program and GATE program demographics are representative of the district overall.● GATE Instruction: Increased access to testing, availability at all schools, and GATE PD/certification for teachers.
	Curricular and Instructional Practices	<ul style="list-style-type: none">● Coherent, consistent, and effective implementation of UDL practices (supported by training and coaching)● All classrooms use the district's adopted instructional materials and the common assessments - staff are identified to ensure administration and monitoring● Core Academic Instruction in an MTSS framework with Differentiation in all classrooms● Effective implementation of Integrated and Designated ELD● Develop and implement a master plan for English Learner Success

Priority Area		Recommendations
Integrated Supports for Students	Tiered Supports <ul style="list-style-type: none"> Provision is guided by data-based decision making Proactive identification of student needs 	<ul style="list-style-type: none"> Increased staffing of counselors to provide mental health, supports, academic advising, and college/career guidance Tutoring and extra periods of instruction for high needs students Provide structured, multisensory reading intervention in all schools for all struggling readers Tiered reengagement of unengaged students including attendance interventions
	Expansion and Improvement of Student Support Centers and wrap-around services	<ul style="list-style-type: none"> Liaisons/Case Managers for students with the highest needs Individual Student Support Plans for students with the highest needs Regular mental health and social-emotional check-ins to assess needs Services for Homeless Youth and Foster Youth Student Support Centers at all school sites
Recruit, Develop, and Retain a Highly Qualified Instructional Staff	Hiring, Recruitment, and Retention	<ul style="list-style-type: none"> Shift the district's start date earlier in August in order to maximize competitive advantage in the hiring landscape (this also benefits students academically in multiple ways, and in work) Incentivize teachers to go to target schools
	Professional Development and Training <ul style="list-style-type: none"> Mandatory training with clear identification of which staff are required to complete Unification of components (Ex: MTSS, inclusive practices) Effectiveness measured by continuous improvement science 	<ul style="list-style-type: none"> Increased Instructional Coaching (number of math and literacy) to reduce site case-loads. More equitable assignment of coaches to school sites <p>Specific professional development needs include:</p> <ul style="list-style-type: none"> Alignment of instruction to Scope and Sequence Training for all staff to improve supports for students with disabilities SEL, Trauma-informed practices, mental health, and Adverse Childhood Experiences (ACES) Implicit Bias, Anti-bias, Anti-racism, and gender issues Restorative practices, restorative justice, and anti-bullying Training for instructional aides
Empower and Engage Families	Capacity Building	<ul style="list-style-type: none"> Resources and capacity building opportunities for parents/guardians to support learning at home, including how to access/use technology Inclusion of parents in site and district decision making Effective staff support and translation services for all stakeholder groups (DELAC, AAAB, CAC)
	Communication	<ul style="list-style-type: none"> Regular communication between home and school Increased translation/interpretation capacity for all parents Designated staff who are points of contact for specific student needs and/or student groups (ex; SWD, EL) Genuine relationship building (More than just email & robocalls) Building effective survey practices and communication practices based on data

Plan Development and Evaluation	<ul style="list-style-type: none"> Use of targeted funding to specifically support students with the highest needs Aligned metrics and target outcomes to evaluate effectiveness of actions (Example: Reflection/Report to assess use of Collaboration Time) Increase amount of total budget represented in the LCAP Provide full picture of funding for identified LCAP actions (Show all funds included actions) Increase the level of detail in descriptions of actions Increased alignment to site planning (SPSAs) and district support to achieve site goals
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: February 18, 2021

Subject: **Approve Resolution No. 3182: Resolution to Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service**

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

Division: Human Resource Services

Recommendation: Approve Resolution No. 3182 Resolution to Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service

Background/Rationale: Staff recommends the reduction and/or elimination of particular kinds of services provided by certificated employees due to declining enrollment, reduced or elimination of certain funds, ensuring the District's long-term fiscal health, and District program needs.

Individuals may be laid off, if necessary, when the Governing Board has reduced particular kinds of services. Resolution No. 3182 includes reference to Exhibit A which identifies positions to be eliminated due to a reduction of particular kinds of services.

Under state law, school districts must provide notice on or before March 15th to employees who are designated for layoff at the end of the 2020-21 school year. These individuals have the right to request a hearing to challenge the cause for layoff. The final decision and issuance of final layoff notices must occur before the 15th of May.

Financial Considerations: Budget reductions needed to assist in addressing the District's declining enrollment, the elimination of certain funds, the District's fiscal health, and staffing needs.

LCAP Goal(s): Goals include Safe, Emotionally Healthy and Engaged Students, Family and Community Empowerment, and Operational Excellence.

Documents Attached:

1. Executive Summary
2. Resolution No. 3182
3. Exhibit A will be available Tuesday, February 16, 2021

<p>Estimated Time of Presentation: 5 minutes Submitted by: Cancy McArn, Chief Human Resources Officer Human Resource Services Approved by: Jorge A. Aguilar, Superintendent</p>
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Board of Education Executive Summary

Human Resource Services

Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service

February 18, 2021



I. Overview/History of Department or Program

Due to declining enrollment, reduced funding, ensuring the District's long-term fiscal health, and District program needs, the District must prepare to reduce and/or eliminate particular kinds of services provided by certificated employees at the end of the 2020-2021 school year. Accordingly, the District seeks to eliminate the services listed in Exhibit A to the attached Resolution No. 3182 pursuant to Education Code section 44955.

The District recognizes that under state law, the District would need to provide notice on or before March 15th to any employee(s) who it determines must be designated for layoff at the end of the 2020-2021 school year if necessary. Such individuals would have the right to request a hearing to challenge the cause for layoff. The final decision and issuance of final layoff notices must occur before the 15th of May.

II. Driving Governance:

Education Code 44949 - "No later than March 15 and before an employee is given notice by the governing board that his or her services will not be required for the ensuing year for the reasons specified in Section 44955, the governing board and the employee shall be given written notice by the superintendent of the district or his or her designee that it has been recommended that the notice be given to the employee, and stating the reasons therefor."

Education Code 44955 - "No permanent employee shall be deprived of his or her position for causes other than those specified in Sections 44907 and 44923, and Sections 44932 to 44947, inclusive, and no probationary employee shall be deprived of his or her position for cause other than specified in Sections 44948 to 44949, inclusive."

Board Policy – Administrative Regulation 4117.3 – Personnel Reduction - "When the district needs to reduce the number of certificated staff, the district shall adhere to the notice, hearing and layoff procedures in Education Code 44949 and 44955."

III. Budget:

Position reductions are needed to assist in addressing the District's declining enrollment, reduced funding, the District's long-term fiscal health, and District program needs.

Board of Education Executive Summary

Human Resource Services

Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service

February 18, 2021



IV. Goals, Objectives and Measures:

The Education Code provides the specific reasons and methods to lay off certificated employees under Education Code 44949 and 44955. Reduction of particular kinds of services (PKS) and/or decline in average daily attendance (ADA) are the two methods generally used as a basis for a certificated layoff. A PKS layoff is when the Board of Education decides to eliminate or reduce programs, services or classes (i.e., counseling, nursing, foreign language). The District has determined and identified the particular kinds of services (PKS) to be reduced or eliminated and the number of full time equivalent (FTE) or portion of one FTE to be reduced. That information is contained in Resolution No. 3182.

V. Major Initiatives:

Exhibit A to the attached resolution is the recommended reduction of services to take effect at the end of the 2020-2021 school year and specifically lists the services to be reduced and the number of full time equivalent (FTE) positions.

With the adoption of Resolution No. 3182 staff will be directed to send notices to any certificated employees deemed to be affected by the elimination of positions that their services will not be required for the 2021-2022 school year and their employment will end or be reduced at the end of the 2020-2021 school year. Any necessary notices will be sent to the appropriate certificated employees in order to effectuate a reduction of the certificated staff consistent with the resolution, Exhibit A to the resolution, and Education Code sections 44949 and 44955.

Based on anticipated attrition, a number of employees who would otherwise be identified to receive a preliminary layoff notice, will not need to be issued such notice. Following adoption of Resolution No. 3182, staff will continue to review and take into account any additional attrition to potentially further reduce the number of preliminary layoff notices until such notices are sent, by March 15, 2020. Attrition occurs when: (1) A certificated employee has submitted to the District in writing their desire to retire or resign from District service at or prior to the end of the school year, and such request has been approved by the

Board of Education Executive Summary

Human Resource Services

Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service

February 18, 2021



Board; and/or (2) when a certificated employee has otherwise been released from District employment as permitted by law.

VI. Results:

The layoff notice must be sent by March 15th to any employee who may be laid off. The packet each person receives will include:

- a) Notice of recommendation that services will not be required.
- b) Copy of signed Board resolution.
- c) Request for hearing form, with notification that request must be filed no later than seven days after service of the notice.
- d) Proof of service.

The notice packet must be sent by registered or certified mail.

VII. Lessons Learned/Next Steps:

Approve Resolution No. 3182 -Resolution to Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service.

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

RESOLUTION NO. 3182

**ELIMINATE POSITIONS DUE TO A REDUCTION OF PARTICULAR
KINDS OF SERVICES**

WHEREAS, the Board of Education of the Sacramento City Unified School District has determined that it shall be necessary to reduce or discontinue the particular kinds of services of the District as itemized in Exhibit "A" at the close of the current school year; and

WHEREAS, it shall be necessary to eliminate at the end of the 2020-2021 school year, and for the 2021-2022 school year, the employment of certain certificated employees of the District as a result of this reduction or discontinuance in particular kinds of services;

NOW, THEREFORE, BE IT RESOLVED that the Superintendent or designee is directed to send appropriate notices to all employees whose services shall be eliminated by virtue of this action. Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded certificated employees beyond those specifically granted to them by statute.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2021, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

RESOLUTION NO. XXXX

EXHIBIT A

See Attached



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.3

Meeting Date: February 18, 2021

Subject: Approve Resolution No. 3183: Determination of Tie-Breaking Criteria

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

Division: Human Resource Services

Recommendation: Approve Resolution No. 3183: Determination of Tie-Breaking Criteria.

Background/Rationale: With the approval of Resolution No. 3182: Resolution to Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service, the Board of Education is required to determine the District needs should it become necessary to determine the order of elimination for employees who first rendered paid service to the District on the same date.

For the 2020 - 2021 school year only, to meet the requirements of Education Code section 44955, the Board of Education determines the needs of the District and the students by establishing the tie-breaking criteria reflected in the attached resolution.

Financial Considerations: Budget reductions needed to assist in addressing the District's declining enrollment, the elimination of certain funds, and staffing needs.

LCAP Goal(s): Goals include Safe, Emotionally Healthy and Engaged Students, Family and Community Empowerment, and Operational Excellence.

Documents Attached:

1. Resolution No. 3183

<p>Estimated Time of Presentation: 5 minutes Submitted by: Cancy McArn, Chief Human Resources Officer Human Resource Services Approved by: Jorge A. Aguilar, Superintendent</p>
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**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3183

RESOLUTION OF DETERMINATION FOR TIE-BREAKING CRITERIA

Pursuant to provisions of Education Code section 44955, the Board of Education is required to determine the District needs should it become necessary to determine the order of elimination for employees who first rendered paid service to the District on the same day.

For layoffs effective at the end of the 2020-2021 school year only, to meet the requirements of section 44955, the Board of Education determines the needs of the District and the students by establishing the following tie breaking criteria:

The following rating system shall be applied in determining the order of elimination of certificated employees:

Category I - Professional Preparation

- (1) Each single subject, multiple subject or service credential3 points per credential
- (2) Each supplemental or subject matter authorization1 point per authorization
- (3) Each limited assignment permit1/2 point per permit
- (4) Doctorate degree held1 point per degree held
- (5) Master's degree held1 point per degree held
- (6) National Board certification.1 point for certification

If there is still a tie after applying the above criteria, then Category II will be utilized.

Category II-Lottery

In the event that employees with common dates of hire have equal qualifications based on application of the above criteria, the District will then break ties by utilizing a lottery.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2021, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.4

Meeting Date: February 18, 2021

Subject: **Approve Resolution No. 3184: To Determine Criteria for Deviation from Eliminating a Certificated Employee in Order of Seniority (“Skipping” Criteria)**

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

Division: Human Resource Services

Recommendation: Approve Resolution No. 3184: To Determine Criteria for Deviation from Eliminating a Certificated Employee in Order of Seniority (“Skipping” Criteria).

Background/Rationale: With the approval of Resolution No. 3182: Resolution to Eliminate Certificated Employees Due to a Reduction of Particular Kinds of Service, criteria to determine the order of elimination of certificated employees must be determined. The order of elimination is based upon the needs of the District and the students. The District has determined a specific need for personnel to teach the courses or courses of study listed in Resolution No. 3184 and will skip employees serving in those positions consistent with Resolution No. 3184 and Education Code section 44955.

To meet the requirements of Education Code section 44955 subdivision (d), the Board of Education determines the needs of the District and the students by establishing the skipping criteria attached as Exhibit A. These skipping criteria apply only to the reduction of particular kinds of services effective at the end of the 2020-2021 school year.

In addition, to meet the requirements of Education Code section 44955 subdivision (b), the Board of Education determines the needs of the District and the students by establishing the competency criteria included in Exhibit A. These competency criteria apply only to the reduction of particular kinds of services effective at the end of the 2020-2021 school year.

Financial Considerations: Budget reductions needed to assist in addressing the District's declining enrollment, the elimination of certain funds, the District's long-term fiscal health, and staffing needs.

LCAP Goal(s): Goals include Safe, Emotionally Healthy and Engaged Students, Family and Community Empowerment, and Operational Excellence.

Documents Attached:

1. Resolution No. 3184
2. Exhibit A

<p>Estimated Time of Presentation: 5 minutes Submitted by: Cancy McArn, Chief Human Resources Officer Human Resource Services Approved by: Jorge A. Aguilar, Superintendent</p>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

RESOLUTION NO. 3184

**RESOLUTION TO DETERMINE CRITERIA FOR DEVIATION FROM
ELIMINATING A CERTIFICATED EMPLOYEE IN ORDER OF SENIORITY
("SKIPPING" CRITERIA) AND FOR ESTABLISHING COMPETENCY
CRITERIA**

Pursuant to the provisions of Education Code section 44955, subdivision (d), the District may deviate from eliminating a certificated employee in order of seniority ("skipping") if the District demonstrates: (1) a specific need for personnel to teach a specific course or course of study, (2) the certificated employee has special training and experience necessary to teach that course or course of study, which others with more seniority do not possess, and (3) for purposes of maintaining or achieving compliance with constitutional requirements related to equal protection of the laws.

To meet the requirements of Education Code section 44955 and based on the needs of the District and the students, the Board of Education establishes the skipping criteria attached as Exhibit A. These skipping criteria shall only apply to the reduction of particular kinds of services effective at the end of the 2020-2021 school year.

Pursuant to Education Code section 44955, subdivision (b), "the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render."

For the reduction of particular kinds of services effective at the end of the 2020-2021 school year only, based on the needs of the District and its students, the Board of Education establishes the competency criteria included in Exhibit A.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2021, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

RESOLUTION NO. 3184

EXHIBIT A

"Skipping" Criteria

For the 2021-2022 school year, to meet the requirements of Education Code section 44955, the Board of Education determines the needs of the District and the students by establishing the following skipping criteria:

- A. Individuals fully-credentialed, who are currently serving in classes, requiring Bilingual Cross-Cultural Language and Development ("BCLAD") certification, to the extent necessary to staff BCLAD required positions.
- B. Individuals fully-credentialed to serve in a Special Education assignment. For purposes of this criteria, a "Special Education assignment" is in a classroom setting and also includes services like adapted physical education, speech pathology services, and other specialized special education services that may be provided in a classroom setting or in a "pull-out" setting.
- C. Individuals fully credentialed, who are currently serving in classes, requiring and has completed formal training/coursework in the Waldorf method of teaching.
- D. Individuals fully-credentialed, who are currently serving in classes requiring a Single Subjects: Mathematics credential, to the extent necessary to staff Math required positions.
- E. Individuals fully-credentialed, who are currently serving in classes, requiring Single Subjects: Science credentials, to the extent necessary to staff Science required positions.

For purposes of the above-referenced criteria only, "fully-credentialed" is defined to mean an employee who possesses a preliminary, clear, or internship credential.

"Competency" Criteria

For the purposes of Education Code section 44955, subdivision (b), "competent" shall be defined according to the following:

- A. Possession of a BCLAD, CLAD or other equivalent English Language Learner Authorization to the extent required by the position
- B. In order to work in a Waldorf School, formal training/coursework in the Waldorf method of teaching



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.5

Meeting Date: February 18, 2021

Subject: Approve Resolution No. 3185: Notice of Layoff: Classified Employees and Child Development Permit Teachers – Reduction in Force Due to Lack of Funds and/or Lack of Work

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

Division: Human Resource Services

Recommendation: Approve Resolution No. 3185 Notice of Layoff: Classified Employees and Child Development Permit Teachers – Reduction in Force Due to Lack of Funds and/or Lack of Work.

Background/Rationale: Based on a lack of work and/or lack of funds, and to ensure the District's long-term fiscal health the District will require a reduced number of classified employee positions for the 2021-22 school year. In addition, the District continues to face declining enrollment.

Each year, the District undergoes a process of reviewing available information and engaging in cross-departmental collaborations with school sites to assist in identifying staffing needs for the upcoming school year. These meetings explore:

- 1) Staffing Needs – To provide maximum flexibility during this time of uncertain budgetary constraints.
- 2) Funding changes – categorical and general funds increase or decrease resulting in the reduction of hours or elimination of a classified position.
- 3) Academic program changes – the school site may change an academic focus resulting in the reduction of hours or elimination of a classified position.

- 4) Budget reductions or staffing formula changes – due to budgetary reductions and the potential change in staffing formulas, an increase or decrease of hours or elimination of a classified position may occur.

Prior to determining the layoff of classified employees and child development permit teachers, a review of current vacant positions is conducted. That review enables Human Resource Services staff to assign a displaced employee to a vacant position; therefore, a layoff does not occur. If there are no vacancies, classified employees and child development permit teachers are noticed for layoff. Meetings with each the appropriate bargaining units will be scheduled to discuss the effects of layoff.

Under state law, Education Code §§ 45114, 45115, 45117, 45298, and 45308, school districts must provide not less than 60 days' notice to classified employees of a layoff. Education Code § 8366 permit school districts to provide notice of layoff to child development permit teachers at any time during the school year. The notice includes the effective date, displacement rights, if any, and reemployment rights. Resolution No. 3185 and Exhibit A lists the positions that will be laid off for the 2021-22 school year and thereafter.

The District will continue to try and identify alternative solutions for minimal impact on employees of the District. As decisions are made regarding the District's budget for 2021-22, additional funding may become available, new positions may be identified and/or positions that were eliminated may be reinstated.

Financial Considerations: Budget reductions needed to assist in addressing the District's declining enrollment, the elimination of certain funds, the District's fiscal health, and staffing needs.

LCAP Goal(s): Goals include Safe, Emotionally Healthy and Engaged Students, Family and Community Empowerment, and Operational Excellence.

Documents Attached:

1. Executive Summary
2. Resolution No. 3185
3. Exhibit A will be available on Tuesday, February 16, 2021

<p>Estimated Time of Presentation: 5 minutes Submitted by: Cancy McArn, Chief Human Resources Officer Human Resource Services Approved by: Jorge A. Aguilar, Superintendent</p>
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Board of Education Executive Summary

Human Resource Services

Notice of Layoff: Classified Employees and Child Development Permit Teachers
– Reduction in Force Due to Lack of Funds and/or Lack of Work
February 18, 2021



I. Overview/History of Department or Program

Resolution No. 3185 – Notice of Layoff: Classified Employees and Child Development Permit Teachers – Reduction in Force Due to Lack of Funds and/or Lack of Work proposes to reduce enumerated classified positions due to a lack of work and/or lack of funds.

II. Driving Governance:

- Education Code 45114 – “The Governing Board may lay off and reemploy classified employees only in accordance with procedures provided by Sections 45298 and 45308.”
- Education Code 45115 – “Any person who was subject to being, or was in fact, laid off for lack of work or lack of funds and who elected service retirement from the Public Employees’ Retirement System shall be placed on an appropriate reemployment list.”
- Education Code 45117 – “When, as a result of the expiration of a specially funded program, classified positions must be eliminated at the end of any school year, and classified employees will be subject to layoff for lack of funds [and/or] when, as a result of a bona fide reduction or elimination of the service being performed by any department, classified employees shall be subject to layoff for lack of work, affected employees shall be given notice of layoff not less than 60 days prior to the effective date of layoff, and informed of their displacement rights, if any, and reemployment rights.”
- Education Code 45298 – “Persons laid off because of lack of work or lack of funds are eligible to reemployment for a period of 39 months [and] [t]he person’s reemployment shall take preference over new applicants.”
- Education Code 45308 – “Classified employees shall be subject to layoff for lack of work or lack of funds.”
- Education Code section 8366 – “A district may lay off an employee required to have [a child development permit for the supervision and instruction of children] at any time during the school year for lack of work or lack of funds.”

III. Budget:

Position reductions and/or eliminations are needed to assist in addressing the District’s declining enrollment, the District’s fiscal health, the elimination of certain funds, and staffing needs.

IV. Goals, Objectives and Measures:

Under state law, Education Code §§ 45114, 45115, 45117, 45298, and 45308, school districts must provide not less than a 60-day notice to classified employees of a layoff for lack of work

Board of Education Executive Summary

Human Resource Services

Notice of Layoff: Classified Employees and Child Development Permit Teachers
– Reduction in Force Due to Lack of Funds and/or Lack of Work
February 18, 2021



and/or lack of funds. Under Education Code § 8366, child development permit teachers may be notified at any time during the school year of their layoff for lack of work and/or lack of funds. The notice includes effective date, displacement rights, if any, and reemployment rights. Resolution No. 3185 and Exhibit A list the classified positions that will be laid off for the 2021-22 school year.

V. Major Initiatives:

According to Education Code 45117, as a result of the expiration of a specially funded program, classified positions must be eliminated at the end of the year, and classified employees will be subject to layoff for lack of funds, the employees to be laid off at the end of the school year shall be given written notice informing them of their layoff effective at the end of the school year and of their displacement rights, if any, and reemployment rights.

In addition, Education Code 45117 states, in part, due to a bona fide reduction or elimination of the service being performed by any department or school site, classified employees shall be subject to layoff for lack of work and/or lack of funds, affected employees shall be given notice of layoff not less than 60 days prior to the effective date of layoff, and informed of their displacement rights, if any, and reemployment rights.

Education Code section 8366 states, in part, that child development permit teachers may be notified of their layoff for lack of work and/or lack of funds at any time during the school year. The order of layoff shall be determined by length of service. A permanent employee who has been laid off shall hold reinstatement rights for a period of 39 months from the date of layoff.

VI. Results:

Resolution No. 3185 will provide layoff notices to central office and school site classified employees informing them of their layoff effective at the end of the school year. With approval of this resolution, Human Resources Services will take all actions to send appropriate notices to all employees whose position shall be affected by layoff.

VII. Lessons Learned/Next Steps:

Approve Resolution No. 3185 – Notice of Layoff: Classified Employees and Child Development Permit Teachers – Reduction in Force Due to Lack of Funds and/or Lack of Work.

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

RESOLUTION NO. 3185

**NOTICE OF LAYOFF: CLASSIFIED EMPLOYEES AND CHILD DEVELOPMENT
PERMIT TEACHERS – REDUCTION IN FORCE
DUE TO LACK OF FUNDS AND/OR LACK OF WORK**

WHEREAS, Education Code sections 45114, 45115, 45117, 45298 and 45308 require that notice of layoff for lack of funds and/or lack of work be provided to classified employees and set forth the procedures for laying off and reemploying such employees; and

WHEREAS, Education Code section 8366 requires that notice of layoff for lack of funds and/or lack of work be provided to child development permit teachers and sets forth the procedures for laying off and reemploying such employees; and

WHEREAS, due to a bona fide reduction or elimination of the service being performed by any department or school site, classified employees and child development permit teachers shall be subject to layoff for lack of funds and/or lack of work, and affected classified employees shall be given notice of layoff not less than 60 days prior to the effective date of layoff, while child development permit teachers may be given notice of layoff at any time during the school year, and informed of their displacement rights, if any, and reemployment rights; and

WHEREAS, the Superintendent has recommended that the positions for the classified employees and child development permit teachers set forth in Exhibit A be reduced or eliminated for the 2021-2022 school year. The Board of Education directs the Superintendent or his authorized designee to give notice to the affected classified employees not less than 60 days prior to the effective date of layoff due to a lack of funds and/or lack of work and of their displacement rights, if any, and reemployment rights. The Board of Education directs the Superintendent or his authorized designee to give notice to the affected child development permit teachers prior to the effective date of layoff due to a lack of funds and/or lack of work and of their displacement rights, if any, and reemployment rights.

NOW, THEREFORE, BE IT RESOLVED, that it shall be necessary, pursuant to the recitals above incorporated by this reference, to eliminate the classified and child development permit teacher positions listed in Exhibit A as a result of lack of funds and/or lack of work. The Superintendent or his authorized designee is directed to take all appropriate action needed pursuant to the applicable provisions of the Education Code.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2021, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1a

Meeting Date: February 18, 2021

Subject: Approve Personnel Transactions

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

Division: Human Resources Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

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

Documents Attached:

1. Certificated Personnel Transactions Dated February 18, 2021
2. Classified Personnel Transactions Dated February 18, 2021

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Attachment 1: CERTIFICATED 2/18/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
ARTEAGA	ASHLEY	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	7/1/2020	6/17/2021	AMEND EMPLOY PROB1 9/1/16
BRINKLEY	SHANNON	B	Teacher, Elementary	FATHER K.B. KENNY - K-8	10/15/2020	6/30/2021	EMPLOY PROB 10/15/20
HUME	HOWARD	B	Teacher, Elementary	JOHN D SLOAT BASIC ELEMENTARY	1/19/2021	6/30/2021	EMPLOY PROB 1/19/21
LEAVES							
FIELDS	JACQUELINE	0	Teacher, Spec Ed	CESAR CHAVEZ INTERMEDIATE	2/9/2021	4/2/2021	AMEND LOA (PD) 2/9-4/2/21
GARRETT	TIFFANI	C	School Psychologist	SPECIAL EDUCATION DEPARTMENT	1/4/2021	2/9/2021	LOA (PD) 1/4/21-2/9/21
GARRETT	TIFFANI	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	2/10/2021	5/12/2021	LOA (PD) FMLA/CFRA 2/10/21-5/12/21
KAMILOS	AUDREY	A	Counselor, High School	ROSEMONT HIGH SCHOOL	1/25/2021	2/10/2021	LOA (PD) FMLA/CFRA 1/25/21-2/10/21
LATCHAM-TOM	BRITTANY	A	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	1/25/2021	3/19/2021	AMEND LOA 1/25/21-3/19/21
LEE	SARAH	C	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	1/22/2021	3/10/2021	LOA (PD) 1/22-3/10/21
ORR	HANNAH	A	Resource Spec Tchr, SE, Elem	CALEB GREENWOOD ELEMENTARY	2/20/2021	4/4/2021	LOA (PD) 2/20-4/4/21
STANLEY	DEMETRIA	A	Teacher, Elementary	LEATAATA FLOYD ELEMENTARY	2/13/2021	3/9/2021	LOA EXT (PD) 2/13-3/9/21
WATSON	DUSTIN	0	Teacher, High School	NEW TECH	1/11/2021	6/30/2021	LOA (PD) ADMIN 1/11/21-6/30/21
RE-ASSIGN/STATUS CHANGE							
BUCIO	LETICIA	B	Prncpl, New Innovative Sm HS	HEALTH PROFESSIONS HIGH SCHOOL	1/7/2021	6/30/2021	REA/STCHG 1/7/21-6/30/21
SEVILLA	MARIA	B	Teacher, Middle School	KIT CARSON INTL ACADEMY	2/1/2021	6/30/2021	STCHG 2/1/21
SEPARATE / RESIGN / RETIRE							
ARNETT	ERIC	A	Teacher, Spec Ed	SAM BRANNAN MIDDLE SCHOOL	7/1/2020	6/21/2021	SEP/RETIRE 6/21/21
BAKER	JAMES	A	Teacher, Resource, Special Ed.	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21
BENDICKSON	REBECCA	A	Counselor, High School	WEST CAMPUS	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
BODENE	CLINTON	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
BOYD	MARY	B	Teacher, Elementary Spec Subj	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2020	6/17/2021	SEP/RESIGN 6/17/21
BUTTERWORTH	ALANNA	A	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	7/1/2020	6/19/2021	SEP/RETIRE 6/19/21
CARSON	THOMAS	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
ELDRIDGE	KEVIN	A	Counselor, Middle School	WILL C. WOOD MIDDLE SCHOOL	7/1/2020	6/22/2021	SEP/RETIRE 6/22/21
GATES	JENNIFER	A	Teacher, Resource	PARKWAY ELEMENTARY SCHOOL	7/1/2020	6/30/2021	SEP/RETIRE 6/30/21
GONSALVES	ELLIOT	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
GRAVITZ	BEN	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
GRAVITZ	KAREN	A	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
HANLY	CECILIA	A	Teacher, Spec Ed	PETER BURNETT ELEMENTARY	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
HERRINGTON	CHARLOTTE	A	Teacher, High School, Contin.	AMERICAN LEGION HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
HETZEL	DANIELLE	A	Teacher, Child Development	CHILD DEVELOPMENT PROGRAMS	10/2/2020	12/22/2020	SEP/TERM 12/22/20
HUBBARD	JONATHAN	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	2/22/2021	SEP/TERM 2/22/21
JONES	REGINA	Q	Teacher, Resource	LEATAATA FLOYD ELEMENTARY	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
KING	MARY	A	Teacher, Spec Ed	H.W. HARKNESS ELEMENTARY	10/31/2020	6/18/2021	SEP/RETIRE 6/18/21
LAM	LAUREN	A	Teacher, Resource, Special Ed.	SPECIAL EDUCATION DEPARTMENT	10/22/2020	12/31/2020	SEP/RESIGN 12/31/20
LESSLER	ROBERT	Q	Counselor, Middle School	SUTTER MIDDLE SCHOOL	7/1/2020	6/22/2021	SEP/RETIRE 6/22/21
MAPLES	DAVID	A	Teacher, Spec Ed	O. W. ERLEWINE ELEMENTARY	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
MARKS	JANE	A	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
MARYLAND	JENNIFER	A	Teacher, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	7/1/2020	1/22/2021	SEP/RESIGN 1/22/21
PAGE	SHEILA	A	Teacher, Resource, Elementary	WOODBINE ELEMENTARY SCHOOL	7/1/2020	6/29/2021	SEP/RETIRE 6/29/21
PARKER	BRYAN	A	Teacher, Elementary Spec Subj	SEQUOIA ELEMENTARY SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21
PRESSLEY	ERIN	C	Teacher, Elementary	JOHN BIDWELL ELEMENTARY	7/1/2020	2/19/2021	SEP/RESIGN 2/19/21
RAKESTRAW-ARNETT	DEE	A	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/21/2021	SEP/RETIRE 6/21/21
ROBBINS	DEE	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/2021
SNIDER	JULIE	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
SULLIVAN	ANN	A	Teacher, Elementary	TAHOE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	SEP/RETIRE 6/30/21
WALLACE	MISSY	A	Teacher, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
ZAHNISER	DONNA	A	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/19/2021	SEP/RETIRE 6/19/21
TRANSFER							
CENTENO	JORLINIS	B	Teacher, High School	CAPITAL CITY SCHOOL	2/1/2021	6/30/2021	TR 2/1/21
SIMMONS	CHLOE	C	Teacher, Resource, Special Ed.	SPECIAL EDUCATION DEPARTMENT	7/1/2020	6/30/2021	TR 7/1/20

Attachment 2: CLASSIFIED 2/18/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
SARKIN	ROBYN	A	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	1/1/2021	3/4/2021	REEMPLOY 39 MO 3/4/21
YASINSKI	VITALY	B	Engineer	FACILITIES MAINTENANCE	1/4/2021	6/30/2021	EMPLOY PROB 1 1/4/21
PARIS JR.	DAVID	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	1/11/2021	6/30/2021	EMPLOY PROB 1/11/21
BARISONE	JENNIFER	B	Instructional Aide	MATSUYAMA ELEMENTARY SCHOOL	1/19/2021	6/30/2021	EMPLOY PROB 1/19/21
DENMAN	KENYA	B	Clerk I	NICHOLAS ELEMENTARY SCHOOL	1/19/2021	6/30/2021	EMPLOY PROB 1/19/21
GAINES	ANTHONY	B	Custodian	JOHN BIDWELL ELEMENTARY	10/2/2020	6/30/2021	EMPLOY PROB 10/2/20
KUILAN	MARILYN		Custodian	SUTTER MIDDLE SCHOOL	1/4/2021	6/30/2021	REEMPLOY 39MO 1/4/21
LEAVES							
AKULYAN	ANNA	B	Speech-Lang Pathology Asst	SPECIAL EDUCATION DEPARTMENT	1/1/2021	6/30/2021	LOA RTN 1/1/21
ALCALA-GARCIA	ANA	B	Fd Sv Asst IV	NUTRITION SERVICES DEPARTMENT	1/22/2021	6/30/2021	LOA RTN 1/22/21
ANDERSON	SHERRA	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	1/12/2021	4/12/2021	LOA (PD) 1/12/21-4/12/21
BROWN	KAREN	B	Bus Driver	TRANSPORTATION SERVICES	12/14/2020	12/31/2020	LOA RTN 12/14/20
CARRILLO FLORES	ROCIO	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	2/1/2021	6/30/2021	LOA RTN 2/1/21
FRAGA CISNEROS	MARIA	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	1/1/2021	6/30/2021	AMEND LOA (UNPD) 1/1/21-6/30/21
GARCIA	ROSA	A	School Office Manager I	PACIFIC ELEMENTARY SCHOOL	1/4/2021	3/1/2021	LOA (PD) 1/4-3/1/21
GOMEZ	EMMA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/3/2020	6/30/2021	LOA (PD) 12/3/20-6/30/21
HALL	MICHAEL	A	Facilities Maint Laborer I	FACILITIES MAINTENANCE	1/25/2021	6/30/2021	LOA RTN 1/25/21
HERNANDEZ	ANDREW	A	School Plant Ops Mngr I	ELDER CREEK ELEMENTARY SCHOOL	2/15/2021	6/30/2021	LOA RTN (PD) 2/15/21
HERNANDEZ	ANDREYA	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	1/4/2021	1/31/2021	LOA (UNPD) 1/4/21-1/31/21
HERNANDEZ	ANDREYA	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	2/1/2021	6/30/2021	LOA RTN 2/1/21
HUYNH	ROBINSON	B	Medi-Cal Brmbrmnt Prog Spclst	SPECIAL EDUCATION DEPARTMENT	1/9/2021	3/7/2021	LOA (PD) FMLA/CFRA 1/9/21-3/7/21
KING	DIANE	A	Interp for the Deaf	SPECIAL EDUCATION DEPARTMENT	1/1/2021	1/17/2021	LOA (UNPD) 1/1/21-1/17/21
KING	DIANE	A	Interp for the Deaf	SPECIAL EDUCATION DEPARTMENT	1/18/2021	6/30/2021	LOA RTN 1/18/21
LARA	MARIA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/1/2020	5/30/2021	LOA (UNPD) 12/1/20-6/30/21
LIM	PIK	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/10/2020	12/31/2020	AMEND LOA (PD) HE 9/10/20-12/31/20
LIM	PIK	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/1/2021	6/30/2021	LOA (PD) 1/1/21-6/30/21
LIZAMA	SAIRA	B	Instructional Aide	JOHN D SLOAT BASIC ELEMENTARY	1/11/2021	2/26/2021	LOA (UNPD) 1/11-2/26/21
MURILLO DE PENA	MANUELA	A	Clerk II	WOODBINE ELEMENTARY SCHOOL	1/1/2021	6/30/2021	LOA RTN (PD) FFCRA/FMLA/CFRA 1/1/21
PADILLA	NATALIE	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/4/2021	6/17/2021	LOA (UNPD) 1/4-6/17/21
PADILLA	NATALIE	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	6/18/2021	6/30/2021	LOA RTN (UNPD) 6/18/21
REYES	RANDY	A	Campus Monitor	LEONARDO da VINCI ELEMENTARY	1/6/2021	1/25/2021	LOA EXT (PD) FMLA/CFRA 1/6/21-1/25/21
REYES	RANDY	A	Campus Monitor	LEONARDO da VINCI ELEMENTARY	1/26/2021	2/14/2021	LOA (PD) 1/26/21-2/14/21
TABASI	PARINAZ	B	Bus Driver	TRANSPORTATION SERVICES	1/1/2021	4/7/2021	LOA (PD) 1/1-4/7/21
TABASI	PARINAZ	B	Bus Driver	TRANSPORTATION SERVICES	4/8/2021	6/30/2021	LOA RTN (PD) 4/8/21
TAN	LIYI	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	2/10/2021	LOA (UNPD) 12/5-2/10/21
TAN	LIYI	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	2/11/2021	4/22/2021	LOA (PD) 2/11-4/22/21
RE-ASSIGN/STATUS CHANGE							
ARAGON	DAWN	A	Clerk II	JAMES W MARSHALL ELEMENTARY	7/1/2019	6/30/2020	STCHG 7/1/19
ELLIOTT	MARILYN	B	Clerk II	ISADOR COHEN ELEMENTARY SCHOOL	1/4/2021	6/30/2021	REA/STCHG 1/4/21
FARIAS	JESUS	B	School Plant Ops Mngr I	CAL. MONTESSORI PROJECT CAPITO	11/9/2020	6/30/2021	REA 11/9/20
MELENDEZ	LISA	B	Fiscal Services Tech I	EMPLOYEE COMPENSATION	1/4/2021	6/30/2021	REA/STCHG 1/4/21
PATRICK	THUYVAN	B	Special Ed Applications Spclst	SPECIAL EDUCATION DEPARTMENT	1/4/2021	6/30/2021	REA /STCHG TO PROB 1/4/21
SIERRA MUNOZ	FLOR	B	Office Tchncn III	WILL C. WOOD MIDDLE SCHOOL	1/4/2021	6/30/2021	REA/STCHG/MVG/TR FR NEW TECH 1/4/21
TEN	TICHANN	B	School Plant Ops Mngr I	BUILDINGS & GROUNDS/OPERATIONS	1/4/2021	6/30/2021	REA/TR/STCHG TO PROB 1/4/21
WINN	JEFFREY	B	Mngr I, Facilities Maint	FACILITIES MAINTENANCE	1/11/2021	6/30/2021	REA/STCHG/MVG CHG 1/11/21
RIVERA	ANGIE	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/11/2021	6/30/2021	STCHG 1/11/21

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
SEPARATE / RESIGN / RETIRE							
AHOKAVA	EMALATA	A	Custodian	A. M. WINN - K-8	9/2/2020	1/22/2021	SEP/TERM 1/22/21
BOYD	TAMMY	A	School Office Manager II	CALIFORNIA MIDDLE SCHOOL	7/1/2020	3/5/2021	SEP/RETIRE, 3/5/21
CASTILLO	PRICILLA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/1/2021	1/27/2021	SEP/TERM 1/27/21
DARVELL	SAMANTHA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	1/3/2021	SEP/FO 1/3/21
GREGSON	PATRICIA	A	Instructional Aide	ALICE BIRNEY WALDORF - K-8	1/1/2021	3/4/2021	SEP/39MO LW 3/4/21
GUARDADO	MOSERRATT	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	8/29/2019	9/26/2019	SEP/RESIGNED 9/26/19
KESSLER	MICHAEL	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2020	1/25/2021	SEP/RESIGNED 1/25/21
MAGALLON DEL TORO	ALMA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	1/3/2021	SEP/RESIGNED 1/3/21
MERRIWEATHER	CANDACE	A	Morning Duty	PARKWAY ELEMENTARY SCHOOL	1/1/2021	1/14/2021	SEP/RESIGN 1/14/21
MERRIWEATHER	CANDACE	A	Noon Duty	PARKWAY ELEMENTARY SCHOOL	1/1/2021	1/14/2021	SEP/RESIGN 1/14/21
RUNFAL	JASMINE	A	Noon Duty	WILLIAM LAND ELEMENTARY	7/1/2020	7/1/2020	SEP/RESIGN 7/1/20
VENEGAS	ANGELICA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	1/3/2021	SEP/RESIGNED 1/3/21
VINCENT	LYNDA	A	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	7/1/2019	3/6/2020	SEP/39MO LW 3/6/20
VUE	JOHNNY	B	Office Tchncn III	FERN BACON MIDDLE SCHOOL	7/1/2020	11/30/2020	SEP/RESIGN 11/30/20
WALLACE	PAUL	A	Inst Aid, Spec Ed	FATHER K.B. KENNY - K-8	7/1/2020	1/21/2021	SEP/TERM 1/21/21
WALLACE	PAUL	A	Inst Aid, Spec Ed	WILLIAM LAND ELEMENTARY	7/1/2020	1/21/2021	SEP/TERM 1/21/21
WHITE	VICTORIA	B	Noon Duty	PONY EXPRESS ELEMENTARY SCHOOL	1/1/2020	6/11/2020	SEP/RESIGN 6/11/20



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1b

Meeting Date: February 18, 2021

Subject: Approve Donations to the District for the Period of January 1-31, 2021

- 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 January 1-31, 2021

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 January 1-31, 2021

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

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
BW21-0000422	Posted	(000665) FIDELITY CHARITABLE	6416	Check	01/04/21	10440325			1300767451	INGRID NELSON, FIDELITY (2,000.00
	01-0812-0-8690-	- - - -0168-				2,000.00					
BW21-0000439	Posted	(000359) THE BENEVITY COMMU	6440	Check	01/08/21	482455			1300767482	INTEL CORP, THE BENEVIT	6,285.57
	01-0812-0-8690-	- - - -0410-				6,285.57					
BW21-0000501	Posted	(0151-2) LEONARDO DA VINCI K-	6441	Check	01/25/21	17608			1300768585	OFFICE DEPOT OVERAGE, I	237.89
	01-0812-0-8690-	- - - -0151-				237.89					
BW21-0000502	Posted	EVERETT FINANCIAL	6441	Check	01/25/21	164647			1300768585	DONATION-SPANISH DEPT,	130.00
	09-0812-0-8690-	- - - -0560-				130.00					
BW21-0000503	Posted	CA CASUALTY MGMT	6441	Check	01/25/21	8479-09			1300768585	2020 MUSIC & ARTS, CA CA	250.00
	01-0812-0-8690-	- - - -0272-				250.00					
BW21-0000519	Posted	(000664) FRONTSTREAM	6441	Check	01/25/21	3048177			1300768585	COSTCO UW CAMPAIGN, FF	180.00
	01-0812-0-8690-	- - - -0242-				180.00					

Total for Sacramento City Unified School District 9,083.46

Fund-Object Recap

01-8690	Donation Board Acknowledgement	8,953.46
Fund 01 - General Fund		8,953.46
09-8690	Donation Board Acknowledgement	130.00
Fund 09 - Charter School		130.00
Total for Sacramento City Unified School District		9,083.46

Org Recap

Sacramento City Unified School District

C - Check	9,083.46
Report Total	9,083.46

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 1/1/2021, Ending Receipt Date = 1/31/2021, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE

Page 1 of 1



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1c

Meeting Date: February 18, 2021

Subject: **Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the period of January 2021**

- 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 January 2021 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 – January 2021

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

Sacramento City Unified School District
Warrants, Checks, Electronic Transfers
January 2021

<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	97387673 - 97388405	General (01)	\$ 11,111,884.31	<u>\$ 19,286,416.47</u>
		Charter (09)	\$ 131,778.81	
		Adult Education (11)	\$ 162,006.09	
		Child Development (12)	\$ 79,770.45	
		Cafeteria (13)	\$ 1,364,161.09	
		Building (21)	\$ 4,134,340.96	
		Developer Fees (25)	\$ 642,021.20	
		Self Insurance (67/68)	\$ 931,935.58	
		Payroll Revolving (76)	\$ 728,517.98	
Cash Revolving Checks for Emergency Accounts Payable and	00002023 - 00002025	General (01)	\$ 21,083.13	<u>\$ 21,111.01</u>
		Cafeteria (13)	\$ 27.88	
Payroll and Payroll Vendor Warrants	97863263 - 97864155	General (01)	\$ 941,699.25	<u>\$ 4,149,391.19</u>
		Charter (09)	\$ 28,594.20	
		Adult Education (11)	\$ 5,733.57	
		Child Development (12)	\$ 45,205.56	
		Cafeteria (13)	\$ 76,480.45	
		Payroll Revolving (76)	\$ 3,051,678.16	
Payroll and Payroll Vendor ACH and Direct Deposit	EFT 00000052 - 00000053 ACH 01341878 - 01349429	General (01)	\$ 15,088,774.26	<u>\$ 16,682,285.16</u>
		Charter (09)	\$ 512,239.72	
		Adult Education (11)	\$ 192,206.66	
		Child Development (12)	\$ 397,083.56	
		Cafeteria (13)	\$ 383,328.19	
		Building (21)	\$ 24,236.26	
		Self Insurance (67/68)	\$ 22,671.61	
		Payroll Revolving (76)	\$ 61,744.90	
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700349387 - 9700349408	General (01)	\$ 353,850.70	<u>\$ 13,470,378.59</u>
		Payroll Revolving (76)	\$ 13,116,527.89	
Total Warrants, Checks, and Electronic Transfers				<u>\$ 53,609,582.42</u>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1d

Meeting Date: February 18, 2021

Subject: Approve Resolution No.3186: Project Approval and Notice of Exemptions

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

Division: Facilities Support Services

Recommendation: Approve Resolution No.3186, directing staff to file the California Environmental Quality Act (CEQA) Notice(s) of Exemption application with the County Clerk of Sacramento.

Background/Rationale: The school district is the lead agency for the following project: Temporary Sports Field Lights for McClatchy, Hiram Johnson, and West Campus High Schools. Pursuant to Guideline 15062 of CEQA, the school district may file a Notice(s) of Exemption application with the County Clerk of Sacramento after approval of the project(s).

The project is exempt from CEQA pursuant to CEQA Guideline 15314, Class 11 as depicted in the Notice(s) of Exemption application attached. Therefore, is not subject to CEQA.

Financial Considerations: N/A

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Resolution No.3186
2. Temporary Sports Field Lights for McClatchy, Hiram Johnson, West Campus High Schools Notice of Exemption application

Estimated Time of Presentation: N/A

Submitted by: Rose F. Ramos, Chief Business Officer
Nathaniel Browning, Director of Facilities

Approved by: Jorge A. Aguilar, Superintendent

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

RESOLUTION NO. 3186

**RESOLUTION RE PROJECT APPROVAL
AND NOTICE OF EXEMPTION**

WHEREAS, the California Environmental Quality Act (“CEQA”) requires a public agency to approve or to determine to carry out a project subject to CEQA before filing a Notice of Exemption; and

WHEREAS, the Board of Education (“Board”), by this Resolution, approves the Project(s) described below.

NOW, THEREFORE, BE IT RESOLVED by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Approves the Project(s) described as follows:
 - a. Project Title: Temporary Sports Field Lights for McClatchy, Hiram Johnson, and West Campus High Schools
2. Finds that the Project(s) is (are) exempt from CEQA pursuant to the Notice(s) of Exemption attached and incorporated herein by this reference. No Project(s) is (are) subject to CEQA Guideline 15300.2.
3. Directs staff to file the Notice(s) of Exemption pursuant to 15062 of the CEQA Guidelines.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2021, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk

County of: _____

From: (Public Agency): _____

(Address)

Project Title: _____

Project Applicant: _____

Project Location - Specific:

Project Location - City: _____ Project Location - County: _____

Description of Nature, Purpose and Beneficiaries of Project:

Name of Public Agency Approving Project: _____

Name of Person or Agency Carrying Out Project: _____

Exempt Status: **(check one):**

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: _____
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Lead Agency

Contact Person: _____ Area Code/Telephone/Extension: _____

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1e

Meeting Date: February 18, 2021

Subject: Approve Staff Recommendations for Expulsion Re-Entry of Expulsion #8, 2019-20, as Determined by the Board

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

Division: Student Hearing and Placement Department

Recommendation: Approve staff recommendation for Re-Entry of Expulsion #8, 2019-20.

Background/Rationale: None

Financial Considerations: None

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

Documents Attached:

None

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Doug Huscher, Assistant Superintendent, Student Support Services Stephan Brown, Director II</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1f

Meeting Date: February 18, 2021

Subject: Approve Minutes of the January 26, 2021, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the January 26, 2021, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the January 26, 2021, Board of Education Regular Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP Special Meeting

Board of Education Members

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

Tuesday, January 26, 2021
4:30 p.m. Closed Session
6:00 p.m. Open Session

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

MINUTES

2020/21-18

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

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

The meeting was called to order at 4:30 p.m.

Members Present: President Pritchett, Vice President Murawski, Second Vice President Woo, Member Garcia, Member Phillips, Member Rhodes, and Member Villa

A quorum was reached. Student Member Isa Sheikh arrived at 6:00 p.m. for Open Session.

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION AND OPEN 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/SCUSDcommentJanuary26>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline for closed and open session items shall be no later than noon,

January 26. Individual public comment shall be no more than two minutes in length on each agenda item. The total time for public comment on each agenda item shall be no more than 15 minutes in length. However, with Board consent, the President may increase or decrease the length of time for individual public comment and may increase the total time for public comment, depending on the agenda item and the number of public comments.

*Public Comment:
Meredith Nikkel*

3.0 CLOSED SESSION

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

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

4.0 CALL BACK TO ORDER

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

No announcements

6.0 AGENDA ADOPTION

President Pritchett asked for a motion to adopt the agenda. A motion was made to approve by Second Vice President Woo and seconded by Member Villa. The Board voted unanimously to adopt the agenda.

7.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

7.1 *Resolution No. 3180: Recognition of District Structural Deficit (President Pritchett)* **Conference/First Reading**

Second Vice President Woo presented the resolution. He said that this is a very important resolution that articulates why the District is in a deficit, and he gave examples.

*Public Comment:
Daniel Darby
Alison French-Tubo
Steve and Pam Johns*

Board Comments:

Member Murawski thanked President Pritchett and Second Vice President Woo for bringing this resolution forward. She feels that responsible Board members and stakeholders should be pushing the District to make decisions that maintain long-term fiscal health. She noted that this is a first reading, and encouraged thoughts from others, but also said she largely supports the resolution.

President Pritchett said the resolution is not an attack on anyone, and if it is, it is an attack on students. She stated that one-time funds should never be used for on-going expenses and said that the Board has a duty to be good stewards of the District. She feels that this resolution is a good start in standing together and moving forward.

Member Garcia reflected that the resolution does not paint a pretty picture; unfortunately it provides one that shows where the District is and provides a background on how we got here. It also provides a picture of how the District can move forward, however. She asked how the resolution might include priorities to make reductions moving forward. President Pritchett said that the Board can work on that before bringing it back to the next meeting.

Member Phillips said she is trying to figure out if the resolution is an attack, as it speaks loudly to what the actual problem is. It seems to her that there is a lot of solution that does not stick with why a lot of parents, teachers, and staff are all writing in saying why they want to save their schools. It is more of a plan to go at teacher pay and go at classified staff pay. She said we do realize, obviously, that benefits are very costly and as a result of them being very costly it does look like we have to resolve in some kind of way to have things work out in a way that is going to be best for our student body. She is concerned about the language in the resolution, as she feels it encourages finger pointing. If we are all in the same boat as others have mentioned, she wants to make sure that it is not just the Board and the District, that it is also our teachers and unions, and that we are all part of this. She feels everyone recognized that there is a structural deficit and some went one way and some another, and we still need to come together on this.

President Pritchett noted that the resolution states a lot of facts, and that the facts are not pretty.

Member Villa said it is very frustrating to constantly go through this, as the District has gone through this for years, and we are still here. She said it is not pretty and not a finger pointing, but that this is an opportunity for everyone to work together. She acknowledged the work of staff and how difficult it must be to present the negative information. She said it is imperative, as representatives of the District, that they always put students first and stated that these cuts will hurt students. She wants to work together to move forward to do the right thing.

Student Member Sheikh echoed a public comment that stated we need less resolutions and more solutions. He agrees, but feels we do need a resolution. He noted all the audits completed showing the District's structural deficit. He noted that no one wants to cut teacher pay, but also acknowledged the clear cut numbers presented by staff time and again. He feels that to pretend as if recognizing the problem, which is real, is somehow an attack is incredibly tone deaf in a District that wants to avoid receivership.

Member Rhodes asked for an explanation of a current deficit versus a structural deficit. Ms. Ramos gave the explanation. Member Rhodes asked Ms. Ramos to clarify that the District does not now have a current deficit, but a structural deficit. She said that is correct. Member Rhodes asked for an explanation of why it is purposeful to have a resolution to recognize the structural deficit when that is already well documented. Superintendent Aguilar responded by saying that it is important for all to start from a baseline understanding of what the facts are, related to the District's structural budget deficit. The Board's understanding of those facts are stated in the resolution.

Member Murawski added that she feels it is important to communicate to the community if the Board is making significant decisions that affect programs and services for students, and the basis for those decisions.

Member Villa said it is important that we are all on the same page with the same voice and that the community is presented with facts that give an understanding of where the information is coming from and how we can move forward with those set of facts. Therefore she feels it is very important that the resolution move forward.

Member Rhodes thanked the Board for saying why this is important, and he said that he also thinks the Board needs

to center a lot of their conversations on community. Moving forward, he stated that they have to involve community along with stakeholders and partners. He suggested that the resolution also state how the District will work with its partners and engage community around this new resolution. He said that if the Board says it stands for something, he wants to know beyond that what will be done.

President Pritchett said she agrees with Member Rhodes and reiterated that this the opportunity to be a collective voice. She also pointed out that when there is a resolution on the agenda, it is typically voted on that night, and that this needs to be the next step of moving forward of working with all involved parties. This is why it is being brought forward for Board feedback; it will be brought forward at the next meeting.

Member Rhodes asked for a staff report analysis of the impacts. President Pritchett asked for a clarification. Member Rhodes explained. President Pritchett asked Superintendent Aguilar to reach out to staff. She also mentioned that there are several links within the resolution, and she feels it is clear what the impact is. Superintendent Aguilar suggested revisiting the comment after the presentation to see if there are some connections to allow Member Rhodes to give some more guidance.

Member Villa said she thinks what Member Rhodes is stating is that the staff reports are the reports that are noted in the resolution and the impact on the community and the schools is receivership. This is acknowledging that we are in the place that we are in, and she believes that Ms. Ramos has provided many staff reports and that other staff members have provided a lot of information on this topic up to this point in the last year or so specifically. She said that this is how she views a staff report and that this resolution acknowledges that we are in a current situation. Member Rhodes said he understands that, but thinks Member Villa's interpretation what he is asking for is what she described. He spoke about Board analysis moving forward as a body, and he looks forward to a future discussion at a later time.

President Pritchett clarified that this is not a ceremonial resolution but an impactful resolution.

7.2 Budget and Fiscal Recovery Plan Update (Rose Ramos)

Information

Chief Business Office Rose Ramos, along with District Cabinet members, presented. She gave a history and background on the District's budget, and the District's current budget status and multi-year projection (based on the 2020-2021 first interim financial report). They then went into the fiscal recovery plan discussion and provided a summary.

Public Comment:

Steve and Pam Johns

David Fisher

Nikki Milevsky

Cindee Stewart

Daniel Darby

Alison French-Tubo

Renee Webster-Hawkins

Angel White

Daniel Ruiz

Brenda Mork

Kara Synhorst

Stacey Sayre

Kevin Borrelli

Amy Woodhull

Kristen Tudor

Ingrid Foster

Marco Colucci

Stacey Hayashi

Crystal Richardson

Josh Clark

Sloane Richardson

Mary Kelly

Heather Haight

Lori Merritt

Michael Richardson

Brittany Barham-Guerrero

Elizabeth Campbell

Jennifer Wallace

Devon Davis

Katherine Sanders

Sarah Soto-Taylor

Dave O'Toole

Rebekah Scoville

Dan Goulart

Ryan Johnson

Chris Thoma

Terri Clark

Angela Asch

Adrianna Alcalá-Beshara

Patrick Neff

*Nancy Fitzpatrick
Cindi Brosemer
Catherine Warmerdam*

Board Comments:

President Pritchett spoke about how the presentation reminded her about when she was a new Board member eight years ago at her second Board meeting facing school closures. She noted how children in the lowest grades then are now facing the District making cuts again. She noted the drop in enrollment presented, and foresees that families that can will make decisions on whether they want to keep their children in the District, and so things can potentially get much worse. She said it is disappointing that we are looking at items that are directly impacting students because they are non-negotiable. She said receivership should not be an option at all; she hopes that the Board takes that into consideration as this is being discussed.

Vice President Murawski said reality has to be embraced and noted that it is looking a little brighter due to the COLA. Since we are in a better place, she said we are better able to address cuts in a strategic way. She appreciates that the cuts were presented in various ways and categories. She suggested five points of how to approve: keep focused on negotiated solutions, take some cuts off the table (as she feels some cuts need more time and strategic thinking), move forward with general funds cuts that can be made (while at the same time retaining direct programs and services that serve students with federal CARES funds to the extent available), and bring back to the Board information on what has been done so far to maximize efficiency of the District office. She spoke more about each of these five areas. She said she can provide written notes on these areas to the Board members.

Member Rhodes commended Vice President Murawski's recommendations and spoke about IB testing and program cuts. He said that if we are talking about preserving the IB programs we need to also preserve the IB testing.

Member Garcia said she believes she is aligned with some of Vice President Murawski's recommendations. She also spoke of things that need to be taken off the table that completely eliminate IB programs. She feels there are areas that require additional analysis, and she wants to make sure a timeline is given for when this analysis is

brought to the Board. She said there are ways of serving students, just not in the same delivery model. She feels these things need to be thought about more broadly because there may be opportunities of which advantage can be taken. She said things may look differently, but the programs may still be in place to some extent. She does think that, to the extent that additional recommendations or “elements” as they are called in the document, are identified that can be paid for with additional CARES dollars (recognizing that they are one-time dollars which still do not necessarily address the structural deficit) it is appropriate in some instances to maybe come back with additional items or elements that can be paid for through COVID dollars. She knows that districts have not yet received those dollars that were approved in late December from our federal government. Therefore we do not know yet what the District will get and what restrictions those dollars will have, so perhaps the list presented (slide 33) is still not exhaustive. She asked how we might be able to increase professional development using some other federal dollars, as professional development is a priority under CARES dollars for educators, and since slide 29 showed removing some professional development dollars. She also spoke about the distinction that Vice President Murawski made between removing some recommendations and coming back with elements that need further study. She asked if we are thinking about the information that is coming back to the Board to be considered for the next fiscal year in 2021-22, or are we talking about 2022-23.

Superintendent Aguilar reported that we are talking about a fiscal recovery plan that impacts the 2021-22 fiscal year. Those elements that are not acted on would then continue on for the 2021-22 academic year. Those that the Board deems as needing additional analysis would take effect in the 2022-23 fiscal year. Member Garcia then spoke about pre-school, saying that this would be part of a larger plan for transitional kindergarten. She asked what it would mean if we are able to offer transitional kindergarten regarding state revenue and the pre-school budget. She also asked what our target number is, realizing that we are talking about a fiscal recovery plan that primarily focuses on non-negotiated solutions. She feels is important that the Board talks about the larger picture; she asked if there can be a date where we know we can have a solution by June. She said a timeline would be helpful; she is thinking of next steps and about the Board taking action and meeting deadlines that must be met per state law and an implementation plan for whatever is approved. She asked how soon an

implementation plan can come back to the Board and how many times the Board gets to see that implementation plan as it unfolds. She would also like to see a list of how the Board is going to prioritize removing or restoring some of the cuts that will be identified for next week.

Superintendent Aguilar said what we would be looking for mostly from state and federal funding is on-going funding, and he spoke about the mandatory layoff notification timeline. Cancy McArn, Chief Human Resources Officer, was asked to give an overview of the timeline later in the presentation.

Member Villa thanked Vice President Murawski and Member Garcia for their comments as she agrees with much of what they said. She added that the Board needs to think about long term strategy and the way that they are looking at education in Sacramento. She agrees that many items should be off the table, especially IB schools and GATE, Art and Music. She wants to look at a long term strategy for the District from a business standpoint as well, rather than continually playing catch-up, and she feels the starting point for that is negotiated solutions rather than anything that directly impacts students.

Vice President Murawski gave follow-up on the comments made so far. She reminded everyone of where we are with the strategic planning process and the LCAP planning process and said there is an opportunity to invest in facilities through Measure H funds. She feels that these should all be aligned. She noted from the presentation that SCOE's fiscal responsibilities can continue until the structural deficit is eliminated and asked for clarification. Ms. Ramos said that is correct, because the District could swing between qualified and non-qualified due to one-time funds.

Member Garcia asked, thinking about coming up with a target number and state and federal funds, how the one stop process works as part of offsetting the \$30 million dollars, even before implementing any cuts. She is thinking of natural attrition and enrollment.

Superintendent Aguilar noted that any sites included or have elements in the fiscal recovery plan will not be finalized until the Board takes action. Ms. Ramos explained the budget development process alignment with enrollment. Member Garcia said she wanted to make sure that, before closing, they go through what happened in summary. She also wants to make sure that the Board gave enough direction to staff to prepare for the following week.

Superintendent Aguilar asked that each Board member send their notes from tonight to him. He addressed Member Garcia's comment about a target number by saying that we may have to backward map to get to that number by using the Board's direction, and he gave an example from the presentation.

Member Garcia asked to hear the recommendations from Vice President Murawski again. It was clarified that the recommendation was to take the IB programs, LDV, inclusive practices, and Waldorf off the table for further discussion. Vice President Murawski clarified that her recommendation also included pre-school.

Member Rhodes said he supports these areas for further analysis.

Member Villa said she thinks some of those programs, IB and Waldorf, should be off the table; she followed-up with what Member Rhodes had stated, which was removing the other teachers from the other programs would be highly impactful and unfair. President Pritchett said she thinks they should determine if those programs would survive with those cuts during the analysis.

Member Murawski said she thinks the way it has to be looked at is to ask what is the best way to serve students with the resources we have, and make it sustainable. Therefore, it has to be thought of as which cuts are actually worth moving forward on from a fiscal perspective. Some cuts on the list she does not feel will result in a fiscal benefit.

Member Rhodes said he supports the further fiscal analysis, but when we just look at the fiscal side of things, often that takes out the human side of the impacts. President Pritchett said she agrees and said however that if they do not make these decisions, someone will make them for them, and that needs to be examined. She said they need to be a collective voice together as a team and fix the budget.

Superintendent Aguilar asked the Board to send their comments to him and include In-House Counsel Raoul Bozio. Ms. McArn then gave an overview of the timeline regarding layoff notices.

8.0 FUTURE BOARD MEETING DATES / LOCATIONS

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

9.0 ADJOURNMENT

President Pritchett asked for a motion to adjourn the meeting; a motion was made by Second Vice President Woo and seconded by Student Member Sheikh. The motion was passed unanimously, and the meeting adjourned at 9:53 p.m.

Jorge A. Aguilar, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public portion of the special Board meeting, please contact the Board of Education Office at (916) 643-9314 at least 8 hours before the scheduled Board of Education special meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1g

Meeting Date: February 18, 2021

Subject: Approve Amendment to MOU Between SCUSD and SEIU Regarding COVID-19 Health and Safety Measures 2020-2021 School Year to Allow for Access to Sites by Public

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

Division: Legal Services

Recommendation: Approve amendment to MOU between SCUSD and SEIU regarding health and safety measures for public access to sites.

Background/Rationale: This amendment to the prior MOU reached with SEIU in August of 2020 addresses impacts to SEIU members that may result from SCUSD moving forward to allow for public access to its school sites consistent with all federal, state, and local requirements.

Documents Attached:

1. Proposed Amendment to MOU
2. MOU August 19, 2020

<p>Estimated Time of Presentation: NA Submitted by: Raoul Bozio, In House Counsel Approved by: Jorge A. Aguilar, Superintendent</p>
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**PROPOSED AMENDMENT TO MEMORANDUM OF UNDERSTANDING
Between**

**Sacramento City Unified School District
&
Service Employee International Union (SEIU), Local 1021**

**AMENDMENT to MOU- COVID-19 Health and Safety Measures 2020-2021 School Year to Allow
for Access to Sites by Public**

December 18, 2020

This Amendment Agreement is between the Sacramento City Unified School District (District) and the Service Employee International Union (SEIU), Local 1021, collectively “the Parties,” updating and amending the MOU reached between the Parties dated August 19, 2020, concerning the health and safety measures related to reopening District schools for the 2020-2021 School Year (“August 19 MOU”). The August 19 MOU remains in effect, subject to the modifications below.

1. Section 4a, Limitations on Visitors, of the August 19, 2020 is hereby amended to allow for the public to be provided access to outdoor open spaces such as athletic fields, tracks, and playgrounds during appropriate days and times as to be provided for on appropriate signage at the site and **consistent with all current state and county health and safety requirements.**
2. Custodial employees’ duties associated with this Amendment are limited to those existing duties of periodically picking up any trash left on sites, opening and closing of locks on site gates if such exist, and periodically using “de-fogging misters” on playground or outdoor school facility equipment.
3. Appropriate signage will be placed at all sites directing visitors of areas that are open for public use and those that are not open for public use, and reminding individuals of the **applicable state and county health and safety requirements consistent with the August 19, 2020 MOU.**
4. Only approved outdoor areas will be available for appropriate public use. Gymnasiums, or other classroom or building spaces are not otherwise open for access pursuant to this Amendment. Existing, approved, and lawful uses of school sites for specific educational purposes otherwise continue **consistent with the August 19, 2020 MOU, and applicable state and county requirements.**
5. Evening shifts for custodians will be reinstated to meet additional demand created by this Amendment. Evening shift appointments shall be assigned to staff based on their previous evening shift assignment.
6. All other terms of the August 19, 2020 MOU remain in effect, specifically including **requirements to follow all state and county health and safety requirements** and guidance and the District’s Return to Health Plan.

7. Changes to Law. This Amendment may be changed by the parties as necessary to address any new orders issued by a federal, state, or local officer or agency that contradict or impacts the terms of this Amendment.

For SEIU 1021:

Karla Faucett 2/5/2020

Chapter President and/or
Designee

For Sacramento City Unified School District:



2/5/21

Superintendent Jorge A. Aguilar

PROPOSED MEMORANDUM OF UNDERSTANDING
Between
Sacramento City Unified School District
&
Service Employee International Union (SEIU), Local 1021

MOU- COVID-19 Health and Safety Measures 2020-2021 School Year

August 19, 2020

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District (District) and the Service Employee International Union (SEIU), Local 1021, collectively “the Parties,” regarding health and safety measures related to reopening District schools for the 2020-2021 School Year.

During the 2019-2020 school year, the Parties recognized that there was a need to close schools and move to a distance learning model to allow for physical distancing and accommodate shelter-in-place orders by public health officials to prevent the spread of illness arising from COVID-19.

For the 2020-2021 school year, as the State of California and local government officials provide information regarding the mitigation measures needed to reopen schools, the Parties recognize that there are negotiable effects of the plan to reopen District schools for 2020-2021 school year.

For purposes of this Agreement, the Parties agree that the following health and safety measures shall be implemented throughout District school sites/District buildings to ensure a safe reopening of District schools/District buildings for SEIU unit members.

1. Local Conditions.
 - a. Compliance with Local Orders. The District will follow State and County Orders that allow schools to physically reopen.
 - b. Equipment availability. The District will have sufficient protective equipment to comply with federal, state, and local public health guidance for students and staff appropriate for SEIU unit members. The District agrees to have a plan to ensure the ongoing support of protective equipment and to purchase thermometers or others devices for symptom screenings. The District will closely monitor mask inventories to ensure proper inventories are maintained.
 - c. Availability of Disinfecting Supplies. The District will supply school-appropriate disinfecting supplies to continuously disinfect the school site in accordance with federal, state, and local public health guidance. The disinfecting described above will be completed by District custodial staff. The District will also provide hand sanitizer, soap, tissues, lidless trash cans, and paper towels for each classroom or workspace in which an SEIU unit member works. These tasks will be completed by custodians per their normal job duties
2. Addressing Positive COVID-19 Cases or Community Surges
 - a. Emergency Closure Plan. The District will develop a plan to close schools to physical attendance of students, if necessary, based on public health guidance and coordination with federal, state, and local public health officials. The aforementioned plan will be made

- d. Guidelines for Staying Home When Sick. Unit members will be directed to stay home if they have signs or symptoms of illness including fever or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. Employees and students shall also stay home if they have been told to quarantine or isolate due to COVID-19 precautions. Employees will qualify for leave under CBA Article 12, including 12.13 Quarantine Leaves pursuant to a public health authority order or medical quarantine and state and federal leave requirements, including but not limited to FFCRA. If an employee's leave expires and/or if employee is willing and able to work, the District will make reasonable efforts to offer remote work to the employee if essential job duties can be performed.
 - e. Guidelines for Return to School after Being Sick. The Parties agree that if an employee is sick they must stay home until they have had no symptoms listed below for at least 24 hours) without the use of medicine AND at least 10 days have passed since the day the symptoms first appeared. Symptoms of COVID-19 include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. This guidance is subject to change by federal, state or local public health officials. Employees will qualify for leave under CBA Article 12, including 12.13 Quarantine Leaves pursuant to a public health authority order or medical quarantine and state and federal leave requirements, including but not limited to FFCRA. If an employee's leave expires and/or if employee is willing and able to work, the District will make reasonable efforts to offer remote work to the employee if essential job duties can be performed.
5. Hygiene. The District will address hygiene practices to ensure personal health and safety in school facilities during the COVID-19 pandemic.
- a. Hand hygiene. In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, the District will provide opportunities for students and employees to meet hand hygiene frequency guidance. The District will ensure sufficient access to hand washing and sanitizer stations. The District will ensure hand sanitizer (with a minimum of 60 percent alcohol) is available at or near all workstations.
 - b. Hand Hygiene and PPE Instruction. The District will provide written instruction and signage on proper hand washing techniques and PPE use.
6. Protective Equipment.
- a. Face Coverings. All employees, students, parents/guardians and visitors shall wear a face covering, as defined, unless it is inappropriate for the developmental level of the individual student. A "face covering" means a covering made of cloth, fabric, or other soft or permeable material, without holes, that covers only the nose and mouth and surrounding areas of the lower face. A face covering may include a scarf or bandana; a homemade covering made from a t-shirt, sweatshirt, or towel, held on with rubber bands or otherwise; or a mask, which need not be medical-grade. The District shall provide cloth and/or disposable face coverings/masks to employees and students who do not have one. The

District will provide reasonable accommodations to unit members who are unable to wear a face covering for medical reasons through the interactive process.

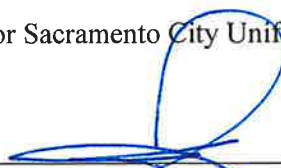
- b. Face Shields. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can be used for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into the neckline of the garment worn by the employee.
7. Physical Distancing. Physical distancing will be practiced at all District work locations requiring individuals to maintain at least 6 feet from other people at all times. During times where maintaining appropriate physical distancing may be difficult, such as walking in a busy hallway or stopping to talk to someone, a face covering must be worn. The Parties agree to the following recommended safety mitigation measures and physical distancing practices including:
- a. Limiting the numbers of people in all campus spaces to the numbers that can be reasonably accommodated while maintaining a minimum of 6 feet distance between individuals.
 - b. If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias)
 - c. Classrooms shall be reconfigured to encourage physical distancing and to ensure desks are a minimum of 6 feet apart.
 - d. Utilization of outdoor space for instructional purposes whenever possible and when weather is permitting.
 - e. Cancellation of in person field trips to spaces where large groups may gather.
 - f. Avoiding congregation of employees in work environments, break rooms, staff rooms, and bathrooms.
 - g. For those employees working in a setting where physical distancing is impossible appropriate mitigating measures or accommodations will be considered, which may include working remotely from home or staggered schedules if appropriate.
8. Disinfecting School Sites Prior to Reopening. Prior to reopening, all school sites will be disinfected. To ensure proper disinfection, the Parties agree to the following:
- a. Unit members will have access to supplies to disinfect their work surfaces between uses, such as desks, tables, chairs, seats, keyboards, phones, headsets, copy machines, vehicles and other equipment. Routine daily cleaning and disinfecting of spaces such as classrooms, break rooms and other common areas will be performed by custodians.
 - b. Unit members will have access to supplies to disinfect high touch surfaces daily such as door handles, handrails, sink handles, toys, games, equipment and instructional material. Routine daily cleaning and disinfecting of classrooms, break rooms and other common areas will be performed by custodians.

9. Communication. The District will communicate with all employees, students, and families about new COVID-19 related protocols. In the event a student or employee tests positive for COVID-19, the District will work with SCPH and provide notice to employees as permitted by law.
10. Employee Absences.
 - a. COVID Exposure or Positive Test. If an employee tests positive for COVID-19 or has another qualifying circumstance, employee will qualify for leave under CBA Article 12, including 12.13 Quarantine Leaves pursuant to a public health authority order or medical quarantine and state and federal leave requirements, including but not limited to FFCRA. If an employee's leave expires and/or if employee is willing and able to work, the District will make reasonable efforts to offer remote work to the employee if essential job duties can be performed.
 - b. Medical Susceptibility. Employees who may be at high-risk for COVID-19 exposure during the pandemic and who provide the appropriate medical documentation, and those employees who reside in the same household as a person who is at high-risk, will be entitled to any reasonable accommodation as required by state and/or federal law. The accommodations for high-risk employees may include working remotely from home or otherwise being at home with pay until the crisis passes consistent with the ADA Interactive Process for determining a reasonable accommodations for the performance of essential job functions.
 - c. Exhibiting Symptoms. Employees who exhibit symptoms that are consistent with COVID-19 and who are sent home from work by the District will qualify for leave under CBA Article 12, including 12.13 Quarantine Leaves pursuant to a public health authority order or medical quarantine and state and federal leave requirements, including but not limited to FFCRA. If an employee's leave expires and/or if employee is willing and able to work, the District will make reasonable efforts to offer remote work to the employee if essential job duties can be performed.
11. Changes to Law. This MOU may be changed by the parties as necessary to address any new orders issued by a federal, state, or local officer or agency that contradict or impacts the terms of this MOU.
12. Non-precedential. This MOU is not precedent-setting and has been created to address an emergency situation involving the COVID-19 pandemic.
13. Limited Agreement. This MOU addresses only the health and safety implications of reopening schools for the 2020-2021 school year and does not preclude continued discussions between the District and SEIU on other working conditions related to the reopening of schools.

For SEIU 1021:

Karla Faucett 8/27/20
Chapter President and/or Designee

For Sacramento City Unified School District:



Jorge A. Aguilar, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1h

Meeting Date: February 18, 2021

Subject: Approve MOU Between SCUSD and the City of Sacramento for Non-Congregate Shelter Facility Agreement Winter 2021 Severe Weather Emergency

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

Division: Legal Services

Recommendation: Approve MOU between SCUSD and City regarding the protection of persons experiencing homelessness due to severe weather events while also complying with COVID-19 restrictions.

Background/Rationale: SCUSD has worked with the City of Sacramento to provide shelter facilities (warming centers) on its sites. The City of Sacramento will provide all associated services and be responsible for all associated costs, including set-up and take-down, custodial, and security. Initially, the City of Sacramento will open one warming center located at Sutter Middle School to be operated through a non-profit entity experienced at running such warming centers.

Documents Attached:

1. Memorandum of Understanding

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

CONTRACT ROUTING SHEET

Contract Cover/Routing Form: Must Accompany ALL Contracts; however, it is NOT part of the contract.

General Information (Required)

Original Contract # (supplements only): _____ Supplement/Addendum #: _____
Assessor's Parcel Number(s): _____
Contract Effective Date: 02/11/2021 Contract Expiration Date (if applicable): 03/31/2021
\$ Amount (Not to Exceed): \$ 0.00 Adjusted \$ Amount (+/-): \$ 0.00
Other Party: Sacramento City Unified School District
Project Title: Memorandum of Understanding for Non-Congregate Shelter Facility Agreement
Project #: 102000252 Bid/RFQ/RFP #: _____
City Council Approval: NO if YES, Council File ID#: _____

Contract Processing Contacts

Department: City Manager Project Manager: Christopher Conlin
Contract Coordinator: Ginger Weagraff Email: gweagraff@cityofsacramento.org

Department Review and Routing

Accounting:	_____	_____
	(Signature)	(Date)
Supervisor:	_____	_____
	(Signature)	(Date)
Division Manager:	_____	_____
	(Signature)	(Date)
Other:	_____	_____
	(Signature)	(Date)

Special Instruction/Comments (i.e. recording requested, other agency signatures required, etc.)

Recording Requested **Other Party Signature Required**

-----**FOR CLERK & IT DEPARTMENTS ONLY – DO NOT WRITE BELOW THIS LINE**-----

MEMORANDUM OF UNDERSTANDING

NON-CONGREGATE SHELTER FACILITY AGREEMENT WINTER 2021 SEVERE WEATHER EMERGENCY

This Memorandum of Understanding ("Agreement") is entered into as of February 11, 2021 by the City of Sacramento, a municipal corporation ("City"), and the Sacramento City Unified School District, a public school district ("District"), and are referred to as "Party" and collectively referred to as "Parties."

Background

- A. On January 27, 2021, the City Council of the City of Sacramento amended its declaration of a local public emergency and took actions to address imminent health and safety threats to unhoused populations, which includes persons experiencing homelessness, due to significant weather events. The City Council authorized the expenditure of City funds to expand the motel voucher program, open warming centers using City facilities, use City parking garages as places where persons can sleep in their cars, and partner with churches and other private and public organizations to establish winter sanctuary shelters using their facilities. The City anticipates reimbursement for some or all of these costs from the Federal Emergency Management Agency (FEMA) through the State Office of Emergency Services.
- B. Due to the COVID-19 pandemic, most of District's schools are currently closed for in-person learning. As a result, District has multi-purpose rooms and gyms at school sites that may be available for use by City to operate a warming shelter.
- C. The City desires to use District's facilities to house persons experiencing homelessness to protect them from the severe weather events while also complying with COVID-19 restrictions established by the Sacramento County Health Officer to limit gatherings of unrelated persons and to wear and administer personal protective equipment to stop the spread of the COVID-19 virus.

Agreement

With these Background facts in mind, the City and District agree as follows:

- 1. **Term.** This Agreement takes effect as of the Effective Date set forth above and will terminate effective March 31, 2021. However, District may terminate this Agreement prior to the expiration date by providing City with 10 days prior notice.
- 2. **Facilities.** City and District will mutually determine which school sites are most appropriate to allow for City's use of the school gym or multi-purpose room (the "Facility") as a warming center for use between the hours of 8 pm and 6 am to house persons experiencing homelessness. District may remove a school site at any time by

providing at least 72 hours' notice to City. City must provide 72 hours' notice to the District regarding its intent to use the District's Facility.

3. **Facility Permit.** City agrees to comply with District's use restrictions and provisions set forth in the District's Facility Permit, a copy of which is attached as Exhibit A. This Agreement does not transfer or convey to the City any right, title or interest in the District's property. This Agreement merely grants a revocable license to the City to use the District's Facility in accordance with the terms and conditions as set out in this Agreement.
4. **Facility Use.**
 - a. **Personal Belongings:** City agrees that District's Facility shall not be used to shelter, house, or store pets or personal belongings of those experiencing homelessness. However, City may store their personal belongings outside of the Facility within or adjacent to the school site so long as such storage does not interfere with District operations. District is not responsible for any lost, stolen, or damaged personal belongings stored outside of the Facility within the school site.
 - b. **Food Services:** City agrees that District's Facility shall not be used to provide food services to those experiencing homelessness. For purposes of this Agreement, "food services" means making, cooking, or preparing food and not the distribution of pre-packaged food. City shall solely be responsible for the distribution of pre-packaged food or any associated costs.
 - c. **Janitorial Services:** City shall be responsible for providing janitorial services for the District's Facility and such products used to provide these services shall be compliant with federal, state, and local law, as well as guidelines provided by District.
 - d. **Unlocking and Locking Facility:** District shall be responsible for unlocking and locking the District's facility, including administering the District's alarm system. The City shall pay for such services in accordance with the Civic Center Permit Form and Board Policy/Regulation 1330, regarding use of a facility that occurs during off hours/weekends/holidays. See <https://www.scusd.edu/post/facility-use-rental-fee-schedule> . Such may consist of overtime shifts of two, four hour shifts not to exceed a total of eight hours of overtime per weekend day, for a total not to exceed amount of \$5,000..
 - e. **Security Services:** City shall provide sufficient staffing and security to protect District's property from damage that may be caused by the persons being served at the District Facility. City will provide the same level of security City uses at City managed warming centers, which includes on-site private security guards during warming center hours of operation. District shall not be responsible for any costs associated with security services.
 - f. **Damages:** City shall be responsible to reimburse District for any damages to District's Facility beyond normal wear and tear.

5. Indemnification and Insurance. District maintains property, liability (general liability, products liability, professional liability, automobile liability, and employment practices liability) and worker's compensation indemnity protection through Schools Insurance Authority, a California Joint Powers Authority. City maintains a self-insurance program, which includes procuring excess insurance coverage. CITY and the Schools Insurance Authority, on behalf of the District, have entered into a Memorandum of Understanding ("MOU") dated May 31, 2001 (City Agreement No. 2001-050), which provides for each Party to maintain certain insurance coverages and to defend and hold harmless the other Party for any liability caused by the negligence of their officers, agents or employees. The Parties agree to be bound by the terms of the MOU during the term of this Agreement, and the indemnity obligation shall survive the termination of this Agreement.

6. Independent Contractors; No Grant of Agency or Joint Venture. Each Party may assign employees to perform services to meet their respective obligations under this Agreement at their exclusive discretion and the services of such assigned employees shall be at the sole expense of that Party. The assigned employees of each Party shall not be entitled to any benefits payable to employees of the other Party.

Nothing in this Agreement is intended to or will be construed to create any contractual or other relationship, whether expressed or implied, of joint power, joint venture, partnership, principal-agent, independent contractor, or master-servant. Each Party is independent from the other Party and that no relationship of employer-employee exists between the Parties hereto for any purpose whatsoever. Except as expressly provided in this Agreement, no Party shall have the authority, express or implied, to control the activities of the other Party, act on behalf of the other Party in any capacity whatsoever as an agent, or bind the other Party to any obligations whatsoever.

7. Nonwaiver. No waiver of any provision of this Agreement, and no consent to departure therefrom, by any Party shall be effective unless in writing and signed by the waiving or consenting Party, and no such waiver or consent shall extend beyond the particular concern and purpose involved as set out in the written waiver.

8. Assignment Prohibited. Neither Party may assign any right or obligation under this Agreement without the prior written consent of the other Party. Any purported assignment without such consent shall be void and of no effect. This Agreement shall be binding on the successors and authorized assignees of the Parties.

9. Dispute Resolution. The Parties shall meet and attempt, in good faith and using their best and reasonable efforts, to resolve any breach or dispute arising under this Agreement prior to termination based on an alleged breach or dispute.

10. Representatives and Notices. All notices that may be given under this Agreement may be served by first class mail or in person to addresses listed below or such address as either Party may provide to the other Parties in writing. Service shall be deemed

complete upon deposit in the mail or upon delivery. The representatives for the Parties with respect to this Agreement are:

For District: Superintendent
Sacramento City Unified School District
5735 47th Avenue
Sacramento CA 95824
Telephone: (916) 643-9000

For CITY: Christopher Conlin
City of Sacramento
Office of the City Manager
915 "I" Street, 5th Floor
Sacramento, California 95814
Telephone: (916) 808-8526

11. General Provisions.

- A. Conflicts: In the event of a conflict between this Agreement and any other agreement or understanding executed by the Parties relating to the same subject matter, whether executed prior or subsequent to this Agreement, the terms of this Agreement shall prevail and be controlling unless such other agreement expressly provides that it supersedes this Agreement.
- B. Severability: If any portion of this Agreement or the application thereof to any person or circumstance shall be held invalid or unenforceable, the remainder of this Agreement shall not be affected thereby and shall be enforced to the greatest extent permitted by law.
- C. Captions: The captions of this Agreement are for convenience and reference only and in no way define, describe, extend or limit the scope, meaning or intent of this Agreement.
- D. Counterparts: This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
- E. Ambiguities: The Parties have each carefully reviewed this Agreement and have agreed to each term of this Agreement. No ambiguity shall be presumed to be construed against any Party.
- F. Governing Law: This Agreement is executed in and shall be construed and governed in accordance with the laws of the State of California.

12. Entire Agreement/Modification. This document contains all of the terms and conditions agreed upon by the Parties concerning the use of the other Party's facilities

as set out herein and supersedes any and all oral or written communications or understandings between the Parties prior to the execution of this Agreement. No waiver, alteration, or modification of this Agreement shall be valid unless made in writing and signed by the authorized representatives of the Parties.

13. Authority. Each of the signatories to this Agreement represents that he/she is authorized to sign the Agreement on behalf of such Party and that all approvals, resolutions and consents which must be obtained to bind such Party have been obtained that no further approvals, acts or consents are required to bind such Party to this Agreement.

14. COVID-19. The City's assigned employees shall abide by all federal, state, and local law and public health orders pertaining to COVID-19, including but not limited to personal protective equipment, screening, testing, and quarantine-related requirements.


[remainder of page intentionally left blank]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be duly executed as of the day and year first written above.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By: 
Name: JORGE A. AGUILAR
Title: SUPERINTENDENT

CITY OF SACRAMENTO

By: 
Christopher C Conlin (Feb 12, 2021 11:55 PST)
Christopher Conlin
Assistant City Manager
For: Howard Chan, City Manager

ATTEST:

By: 
Wendy Klock-Johnson (Feb 12, 2021 12:00 PST)
Assistant City Clerk

APPROVED AS TO FORM:

By: Sheryl Patterson
Sheryl Patterson (Feb 12, 2021 11:32 PST)
Senior Deputy City Attorney

Exhibit A
SCUSD FACILITY RULES AND REGULATIONS EXCERPT

8. RULES OF CONDUCT: No person, organization, group or activity granted a permit for use of school facilities or grounds shall engage in the following: (a) Smoking in school buildings; (b) Consumption of alcoholic beverages; (c) Use of narcotics or drugs for purposes other than medical, and then only under the prescription of a duly licensed medical physician; (d) Fighting, quarreling, abusive language, or noise of any kind which may be offensive to other activities or the neighborhood; (e) Bring live animals, other than guide dogs, into classrooms or other interior spaces; (f) No materials are to be taped, tacked, stapled, glued or pinned to any surface unless designated for such purpose; (g) All users must provide their own supplies (i.e. easel, easel pad, marking pens, pencils, note paper, etc.) Violations of any of the conditions of this paragraph shall be ground for immediate revocation of the permit for use of such facilities. In the event of such revocation, all persons so affected shall immediately vacate the school facilities and permit holder will forfeit any fees paid.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1i

Meeting Date: February 18, 2021

Subject: Approve Minutes of the February 1, 2021, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the February 1, 2021, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the February 1, 2021, Board of Education Regular Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP Special Meeting

Board of Education Members

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

Monday, February 1, 2021
5:30 p.m. Open Session

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

AGENDA

2020/21-19

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

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

The meeting was called to order at 5:30 p.m.

Members Present: President Pritchett, Vice President Murawski, Second Vice President Woo, Member Garcia, Member Phillips, Member Rhodes, Member Villa, and Student Member Sheikh

A quorum was reached.

2.0 BOARD GOVERNANCE WORKSHOP

2.1 Board Governance and Leadership Workshop

Discussion

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION FOR ITEM 2.1:

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the name of the public member at the URL <https://tinyurl.com/SCUSDcommentFebruary1> or (3) using the same URL, submitting a request for oral comment only when item 2.1 is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline for item 2.1, including

a request for oral comment, shall be no later than noon, February 1. Individual public comment shall be no more than two minutes in length. The total time for public comment shall be no more than 15 minutes in length. If oral and written public comment exceeds 15 minutes in length, written public comment shall be shared with the Board and posted on the District's website.

Public Comment:

Junior Goris

Mo Kashmiri

David Fisher

Nikki Milevsky

Cindee Stewart

In-House Counsel Raoul Bozio made some statements regarding the open session workshop and, after public comment, Robyn Fisher facilitated the workshop. Her agenda included reflection on a previous session, review and application of “The Governance Core: School Boards, Superintendents, and Schools Working Together”, inquiry based decision making – review communications protocol role of board committees, a review of “Draft Board Meeting Board Workshop/Strategic Plan, Agenda Items”, reflection and next steps.

3.0 ADJOURNMENT

The meeting was adjourned at 7:30 p.m.

Jorge A. Aguilar, Superintendent and Secretary to the Board

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 portion of the special Board meeting, please contact the Board of Education Office at (916) 643-9314 at least 8 hours before the scheduled Board of Education special meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: February 18, 2021

Subject: Business and Financial Information

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

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale: Purchase Order Board Report for the Period of December 15, 2020 through January 14, 2021

Financial Considerations: Reflects standard business information.

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

Documents Attached:

Purchase Order Board Report for the Period of December 15, 2020 through January 14, 2021

Estimated Time: N/A

Submitted by: Rose Ramos, Chief Business Officer

Approved by: Jorge A. Aguilar, Superintendent

Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00654	PAYCHEX OF NEW YORK LLC	COVID Testing	RISK MANAGEMENT	01	10,000.00
B21-00655	INTERSTATE BATTERY SYSTEM OF S	VEHICLE BATTERIES FOR FACILITIES	FACILITIES MAINTENANCE	01	16,000.00
B21-00656	J JB RARMS LP dba MODI FARMS U SA	TO PURCHASE MODI APPLES FOR SY 2020-21	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B21-00658	MERITECH SYSTEMS, LLC	CENTRAL KITCHEN HAND WASH SOLUTION	NUTRITION SERVICES DEPARTMENT	13	2,500.00
B21-00659	RL SCHREIBER, INC	INGREDIENTS FOR CK MENU DEVELOPMENT	NUTRITION SERVICES DEPARTMENT	13	2,000.00
B21-00660	TEACHER SYNERGY LLC dba TEACHE RS PAY TEACHERS	BLANKET ORDER FOR TEACHERS PAY TEACHERS	MARTIN L. KING JR ELEMENTARY	01	250.00
CHB21-00362	OFFICE DEPOT	MAKER'S LAB	SEQUOIA ELEMENTARY SCHOOL	01	1,724.00
CHB21-00363	RAY MORGAN/SCUSD	COPIER/SERNA USAGE	BUSINESS SERVICES	01	5,000.00
CHB21-00364	RAY MORGAN/SCUSD	JOHNSON COPIER RENTAL 2020-21	INTEGRATED COMMUNITY SERVICES	01	500.00
CHB21-00365	RAY MORGAN/SCUSD	WARREN COPIER RENTAL 2020-21	INTEGRATED COMMUNITY SERVICES	01	500.00
CHB21-00366	RAY MORGAN/SCUSD	CONNECT CNTR COPIER RENTAL 2020-21	INTEGRATED COMMUNITY SERVICES	01	1,000.00
CHB21-00367	RAY MORGAN/SCUSD	HARTE COPIER RENTAL 2020-21	INTEGRATED COMMUNITY SERVICES	01	500.00
CHB21-00368	RAY MORGAN/SCUSD	BIDWELL COPIER RENTAL 2020-21 ID # 133566	INTEGRATED COMMUNITY SERVICES	01	500.00
CHB21-00369	RAY MORGAN/SCUSD	SSHS SERNA COPIER RENTAL- 2020-21	INTEGRATED COMMUNITY SERVICES	01	100.00
CHB21-00370	RAY MORGAN/SCUSD	W.C. WOOD COPIER RENTAL 2020-21	INTEGRATED COMMUNITY SERVICES	01	500.00
CHB21-00371	RAY MORGAN/SCUSD	OAK RIDGE COPIER RENTAL 2020-21	INTEGRATED COMMUNITY SERVICES	01	500.00
CHB21-00372	OFFICE DEPOT	2020/2021 OFFICE DEPO CLSRM SUPPLIES	EARL WARREN ELEMENTARY SCHOOL	01	5,000.00
CS21-00191	ROHIT SHARMA	ATHLETIC TRAINING SERVICE AGREEMENT FY21	C. K. McCLATCHY HIGH SCHOOL	01	25,000.00
CS21-00192	DWIGHT TAYLOR	UNDERSERVED POPULATION	SEQUOIA ELEMENTARY SCHOOL	01	5,454.00
CS21-00193	DAVID A BATTS	DAVID BATTS ATHLETIC TRAINER FOR 2020-21	ROSEMONT HIGH SCHOOL	01	25,000.00
CS21-00194	AARON CABRERA	ATHLETIC TRAINER FOR FY 20/21	HIRAM W. JOHNSON HIGH SCHOOL	01	25,000.00
CS21-00195	COLBI TECHNOLOGIES INC	PREQUALIFICATION/ANNUAL BIDDERS LIST APPLICATION	FACILITIES SUPPORT SERVICES	21	20,000.00
CS21-00197	XSIGHT PRODUCTIONS INC	DEVELOP CENTRAL KITCHEN EQUIPMENT TRAINING VIDEO	NUTRITION SERVICES DEPARTMENT	13	9,960.00
CS21-00198	ASSOCIATED STUDENTS INC	CHALLENGE CENTER CONTRACT-ASB	HIRAM W. JOHNSON HIGH SCHOOL	01	150.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 1 of 9

Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS21-00199	B STREET THEATRE	SIG - VIRTUAL FIELD TRIP	H.W. HARKNESS ELEMENTARY	01	275.00
CS21-00200	GREATER SACRAMENTO URBAN LEAGUE-JOB FAIR	AAAB ADMIN SERVICES	CONTINUOUS IMPRVMT & ACCNTBLTY	01	3,000.00
CS21-00201	IGNITE COLLECTIVE INC	IEE ASSESSMENTS	SPECIAL EDUCATION DEPARTMENT	01	3,175.00
P21-00264	ORIENTAL TRADING CO	DRY ERASERS	EDWARD KEMBLE ELEMENTARY	01	234.47
P21-01366	BLUE CELLULAR NORTH AMERICA db a BLUE BEAT DIGITAL LLC	COVID Kids Mask, Face Shields	RISK MANAGEMENT	01	93,796.88
P21-01367	FOLLETT SCHOOL SOLUTIONS	Harkness Dec 2020 Library, per Quote #10431579	LIBRARY/TEXTBOOK SERVICES	01	4,906.95
P21-01368	TRIMARK ECONOMY RESTAURANT FIXTURES	WORK TABLES/SUPPLIES-T. McPHERSON-AG PGM	CAREER & TECHNICAL PREPARATION	01	36,867.13
P21-01369	SCHOOLS IN LLC	6TH GRADE WHITEBOARD DESK	PARKWAY ELEMENTARY SCHOOL	01	1,780.31
P21-01370	SNAPWIZ INC EDULASTIC	SUPPORT TO DATA DRIVEN INSTRUCTION - ALL TEACHERS	JOHN F. KENNEDY HIGH SCHOOL	01	100.00
P21-01371	SP CONTROLS INC	DOCERI DESKTOP LICENSE FOR CLIFF ISLEY	JOHN F. KENNEDY HIGH SCHOOL	01	30.00
P21-01372	KAHOOT! AS	KAHOOT, INC.	JOHN H. STILL - K-8	01	1,440.00
P21-01373	ABE JANITORIAL SUPPLY	FLOOR SCRUBBER FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	21	9,559.34
P21-01374	AMAZON CAPITAL SERVICES	NEW BATTERY REPLACEMENT FOR STUDENT LAPTOP	MARK TWAIN ELEMENTARY SCHOOL	01	49.59
P21-01375	AMAZON CAPITAL SERVICES	TEACHER CLASSROOM SUPPLIES VIERRA	JOHN D SLOAT BASIC ELEMENTARY	01	299.58
P21-01376	AMAZON CAPITAL SERVICES	PURCHASING SUPPLIES BEAN BAGS FOR PE	ISADOR COHEN ELEMENTARY SCHOOL	01	195.33
P21-01377	ANTHONY PEREZ	VOGQM Digital Writing Tablets	JOHN MORSE THERAPEUTIC	01	834.70
P21-01378	Knoll Inc. and Subsidiaries	CHAIRS FOR CENTRAL KITCHEN CONFERENCE RM	NUTRITION SERVICES DEPARTMENT	21	11,650.91
P21-01379	PACIFIC OFFICE AUTOMATION	RISO SERVICE MAINTENANCE AGREEMENT	JOHN D SLOAT BASIC ELEMENTARY	01	137.00
P21-01380	GUITAR CENTER	CASIO PIANOS FOR MUSIC ROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	3,719.15
P21-01381	AMAZON CAPITAL SERVICES	MESH STUFF SACKS FOR STUDENTS	BOWLING GREEN ELEMENTARY	09	260.00
P21-01382	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	1,408.16
P21-01383	APPLE INC	13 INCH MACBOOK PRO - FOR TEACHER - (FRY)	JOHN F. KENNEDY HIGH SCHOOL	01	1,702.66
P21-01384	APPLE INC	APPLE TV HD 32GB FOR CONFERENCE ROOMS (FRY)	JOHN F. KENNEDY HIGH SCHOOL	01	648.15
P21-01385	APPLE INC	APPLE PENCIL FOR TEACHER (BLANCA)	JOHN F. KENNEDY HIGH SCHOOL	01	129.41

*** See the last page for criteria limiting the report detail.

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Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-01386	CDW GOVERNMENT	Laptop Computer to utilize daily instruction	MARK TWAIN ELEMENTARY SCHOOL	01	3,341.63
P21-01387	CDW GOVERNMENT	Multilingual Laptops for Kao and Nicole	ACADEMIC OFFICE	01	2,227.75
P21-01388	CDW GOVERNMENT	Laptop for Joseph	ACADEMIC OFFICE	01	1,091.21
P21-01389	CDW GOVERNMENT	TECHNOLOGY FOR ADMIN/OFFICE	ALBERT EINSTEIN MIDDLE SCHOOL	01	3,275.51
P21-01390	APPLE INC	LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	18,726.49
P21-01391	OFFICE DEPOT	PRINTERS & INK	BG CHACON ACADEMY	09	3,419.26
P21-01392	California IT in Education	CA IT IN EDUCATION (CITE) INSITUTIONAL MEMBERSHIP	INFORMATION SERVICES	01	1,000.00
P21-01393	APPLE INC	MACBOOKS & IPADS	NEW TECH	09	27,210.19
P21-01394	IVS COMPUTER TECHNOLOGIES	PURCHASE FOR CLASSROOM INSTRUCTION INTERVENTION	ISADOR COHEN ELEMENTARY SCHOOL	01	14,584.75
P21-01395	SETON	COVERS NEEDED FOR DRINKING FOUNTAINS	FACILITIES MAINTENANCE	01	6,941.64
P21-01396	CDW GOVERNMENT	HELPDESK SOFTWARE AND SUPPORT	INFORMATION SERVICES	01	77,244.00
P21-01397	AMAZON CAPITAL SERVICES	Cristo Rey CARES Amazon 19/9/20	CONSOLIDATED PROGRAMS	01	7,726.85
P21-01398	ELLISON SYSTEMS INC dba SHOPLE T.COM	Cristo Rey CARES Shoplet	CONSOLIDATED PROGRAMS	01	3,908.91
P21-01399	MACMILLAN HOLDINGS LLC	AP Psychology Online Licenses	LIBRARY/TEXTBOOK SERVICES	01	14,169.04
P21-01400	MOBYMAX LLC	MOBYMAX PROGRAM	SUCCESS ACADEMY	01	1,748.00
P21-01401	LAZEL INC dba LEARNING A-Z	LEARNING A-Z	EDWARD KEMBLE ELEMENTARY	01	4,821.98
P21-01402	GRAINGER INC	WORK BENCHES FOR CENTRAL KITCHEN-REFER TECH RM	NUTRITION SERVICES DEPARTMENT	21	2,321.64
P21-01403	SCUSD - US BANK CAL CARD	NS PETTY CASH CAL CARD RECONCILIATION-OBJ 5800	NUTRITION SERVICES DEPARTMENT	13	2,162.67
P21-01404	RHILDA SHARPE	CLASSROOM PRINTER	MARTIN L. KING JR ELEMENTARY	01	42.02
P21-01405	CDW GOVERNMENT	WIRELESS KEYBOARD AND MOUSE - ASST. SUP	BUSINESS SERVICES	01	66.22
P21-01406	STAPLES (Corporate Office)	0530-416 LBURBANK CORE-1ST & 2ND FLR FURNITURE	FACILITIES SUPPORT SERVICES	21	361,893.16
P21-01407	CDW GOVERNMENT	438 LAPTOPS FOR PLANNING & CONST	FACILITIES SUPPORT SERVICES	01	17,461.60
P21-01408	AMAZON CAPITAL SERVICES	ERGONOMIC RECLINER OFFICE CHAIR	SPECIAL EDUCATION DEPARTMENT	01	163.11
P21-01409	AMAZON CAPITAL SERVICES	Small Computer Desk Folding Table	THE MET	09	1,813.90
P21-01410	THE HOME DEPOT PRO	Snaplock 1500Lbs Pushcart	THE MET	09	258.81

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Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-01411	MOBYMAX LLC	CURRICULUM FOR ALL SUBJECTS SCHOOLWIDE LICENSE	PETER BURNETT ELEMENTARY	01	3,495.00
P21-01412	CROWN LIFT TRUCKS	ELECTRIC STACKER LIFT FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	21	14,890.05
P21-01413	FASTENAL CO	WORKSTATION/REFER LEAK DETECTOR FOR CK TECH RM	NUTRITION SERVICES DEPARTMENT	21	10,772.34
P21-01414	THE HOME DEPOT PRO	EQUIPMENT/TOOLS FOR CENTRAL KITCHEN REFER TECH RM	NUTRITION SERVICES DEPARTMENT	21	6,140.67
P21-01415	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	BASC-3 ONLINE SCORING	SPECIAL EDUCATION DEPARTMENT	01	2,007.40
P21-01416	AMAZON CAPITAL SERVICES	PORTABLE POWER ADAPTER FOR JFK COMBI OVEN	NUTRITION SERVICES DEPARTMENT	13	97.80
P21-01417	PROFESSIONAL PLASTICS	COVID-19 PLEXIGLASS FOR VARIOUS SITES	FACILITIES MAINTENANCE	01	12,180.00
P21-01418	C R LAURENCE CO	COVID-19 ALUMINUM FRAMING FOR PLEXIGLASS	FACILITIES MAINTENANCE	01	6,054.11
P21-01419	IVS COMPUTER TECHNOLOGIES	8 GENERAL LABOR INSTALLATION FOR SMART BOARDS	ISADOR COHEN ELEMENTARY SCHOOL	01	3,200.00
P21-01420	IMAGE ONE CORP	ONLINE LCFF -ADDITIONAL FORMS	INFORMATION SERVICES	01	3,924.00
P21-01421	BLICK ART MATERIALS LLC	Art Supplies	THE MET	09	1,467.28
P21-01422	FOLLETT SCHOOL SOLUTIONS	FOLLETT	GEO WASHINGTON CARVER	09	40,029.14
P21-01423	BOOKS EN MORE	Novels - Play It As It Lays, The Handmaid's Tale	THE MET	09	531.24
P21-01424	EDP ENVIRONMENTS INC	UNINTERRUPTIBLE POWER SYSTEM MAINT/BATTERY BACKUP	INFORMATION SERVICES	01	7,563.20
P21-01425	SOL AUREUS COLLEGE PREPARATORY	2020-21 EXPANDED LEARNING GRANT	AFTER SCHOOL SERVICES	01	115,058.35
P21-01426	AMS.NET INC FREMONT BANK	0530-416 LBURBANK CORE-NETWORK EQUIP	FACILITIES SUPPORT SERVICES	21	125,364.08
P21-01428	ICU TECHNOLOGIES INC	443 DOOR SECURITY AT 8 WEST AREA ELEMENTARY	FACILITIES MAINTENANCE	21	655,023.87
P21-01429	ICU TECHNOLOGIES INC	447 DOOR SECURITY AT 8 SMALL HIGH SCHOOLS	FACILITIES MAINTENANCE	21	258,643.82
P21-01430	ICU TECHNOLOGIES INC	449 DOOR SECURITY AT REMAINING SITES	FACILITIES MAINTENANCE	21	506,111.96
P21-01431	BI-JAMAR INC dba QUALITY SOUND	SKILLS TELECENTER U EQUIPMENT UPGRADE	FACILITIES MAINTENANCE	01	36,750.00
P21-01432	BI-JAMAR INC dba QUALITY SOUND	B GREEN MCCOY TELECENTER U UPGRADE	FACILITIES MAINTENANCE	01	24,925.00
P21-01433	APPLE INC	LOW INCIDENCE ASSITIVE	SPECIAL EDUCATION DEPARTMENT	01	1,082.66

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Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-01434	GREEN TOUCH INDUSTRIES	RACKS FOR NEW TRAILERS - LABOR SHOP	FACILITIES MAINTENANCE	01	5,739.10
P21-01435	TCS PARTS CO	HVAC REPLACEMENTS FOR M & O FACILITIES	FACILITIES MAINTENANCE	01	28,773.08
P21-01436	BARNES & NOBLE BOOKSTORES INC ACCT 5858824	BARNES & NOBLE	NEW JOSEPH BONNHEIM	09	8,871.07
P21-01437	SCHOOL SPECIALTY EDUCATION	SCHOOL SPECIALTY	NEW JOSEPH BONNHEIM	09	45,056.43
P21-01438	RENAISSANCE LEARNING INC	RENAISSANCE	NEW JOSEPH BONNHEIM	09	6,212.50
P21-01439	INTERMOUNTAIN LOCK AND SECURITY SUPPLY	ENGRAVING MACHING FOR LOCKSMITHS	FACILITIES MAINTENANCE	01	10,113.89
P21-01440	OFFICE DEPOT	HEADSETS - OFFICE DEPOT	NEW JOSEPH BONNHEIM	09	3,476.52
P21-01441	OFFICE DEPOT	OFFICE DEPOT	GEO WASHINGTON CARVER	09	27,246.03
P21-01442	STEVE WELCH ELECTRICAL CONTRACTORS	EMERGENCY STADIUM LIGHTING FOR BURBANK HIGH	FACILITIES MAINTENANCE	01	54,183.25
P21-01443	VISTA PAINT CORP	PAINT MIXER FOR PAINT SHOP	FACILITIES MAINTENANCE	01	7,100.12
P21-01444	FOLLETT SCHOOL SOLUTIONS	Caleb Greenwood Dec 2020 Library Order	LIBRARY/TEXTBOOK SERVICES	01	1,024.43
P21-01445	HERTZBERG-NEW METHOD INC PERMA -BOUND BOOKS	PERMA-BOUND BOOKS	SEQUOIA ELEMENTARY SCHOOL	01	3,391.24
P21-01446	CDW GOVERNMENT	WIRELESS ACCESS POINTS (WAP) - DL	INFORMATION SERVICES	01	1,396,752.60
P21-01447	B T MANCINI CO INC	BLEACHERS FOR BURBANK GYM	FACILITIES MAINTENANCE	01	139,800.00
P21-01448	AMS.NET INC FREMONT BANK	CISCO SMARTNET RENEWAL - 10/31/20-10/30/21	INFORMATION SERVICES	01	246,026.95
P21-01449	MATERIAL HANDLING SYSTEMS INC SACRAMENTO RACK AND SHELVING	HAND TRUCKS FOR WAREHOUSE	NUTRITION SERVICES DEPARTMENT	13	1,057.05
P21-01450	CDW GOVERNMENT	MAKER'S LAB	SEQUOIA ELEMENTARY SCHOOL	01	179.41
P21-01451	TODD FRAZEE	REIMBURSEMENT - TODD FRAZEE - TEACHER	NEW SKILLS & BUSINESS ED. CTR	11	989.98
P21-01452	SACRAMENTO COUNTY OFFICE OF EDUCATION	SLY PARK EDUCATION CAMP FEE	JOHN BIDWELL ELEMENTARY	01	6,913.00
P21-01453	SACRAMENTO BEE SUBSCRIPTION ACCOUNTING	LEGAL NOTICE NOTICE OF ADOPTION OF RESOLUTION	FACILITIES SUPPORT SERVICES	01	400.51
P21-01454	APPLE INC	LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	1,408.16
P21-01455	CALIFORNIA DEPT OF PUBLIC HEALTH	COVID- BINAX NOW RAPID TESTING - CLIA WAIVER	HEALTH SERVICES	01	113.00
P21-01456	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	908.16
P21-01457	Shane Brown Electric	NEW MARQUEE	TAHOE ELEMENTARY SCHOOL	01	7,500.00

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Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-01458	HOME DEPOT CREDIT SERVICES	Classroom "Shop" Supplies	CALIFORNIA MIDDLE SCHOOL	01	1,229.67
P21-01459	SCHOOL SPECIALTY EDUCATION	SCHOOL SPECIALTY - ADD ON	NEW JOSEPH BONNHEIM	09	19,220.26
P21-01460	J P CUMMINGS INC	CONFIRMING-DIPLOMA COVERS FOR SENIORS	ENGINEERING AND SCIENCES HS	01	552.65
P21-01461	ERNEST PACKAGING SOLUTIONS	PALLET WRAPPING MACHINE FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	21	18,510.43
P21-01462	APPLE INC	LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	14,421.56
P21-01463	AMAZON CAPITAL SERVICES	NEW CORD FOR FOR COMPUTER CART	JAMES W MARSHALL ELEMENTARY	01	27.76
P21-01464	BOOKS EN MORE	SIG BOOKS	ACADEMIC OFFICE	01	6,924.87
P21-01465	AMAZON CAPITAL SERVICES	ROOM 12 M. MARTINEZ	JOHN D SLOAT BASIC ELEMENTARY	01	359.73
P21-01466	SCUSD - US BANK CAL CARD	LOW INCIDENCE - AT ORDER	SPECIAL EDUCATION DEPARTMENT	01	5,161.17
P21-01467	SCUSD - US BANK CAL CARD	PROPANE TANK SAFETY STORAGE CAGE FOR WHSE	NUTRITION SERVICES DEPARTMENT	13	1,045.13
P21-01468	BOOKS EN MORE	SIGN OF THE BEAVER BOOKS-GUILLEN	O. W. ERLEWINE ELEMENTARY	01	232.91
P21-01469	LAKESHORE LEARNING MATERIALS	ROOM 12 TEACHER MATERIALS M. MARTINEZ	JOHN D SLOAT BASIC ELEMENTARY	01	313.50
P21-01470	SCUSD - US BANK CAL CARD	NS PETTY CASH CAL CARD RECONCILIATION-OBJ 5800	NUTRITION SERVICES DEPARTMENT	13	14.99
P21-01471	AMAZON CAPITAL SERVICES	RAIN PANTS FOR NS DRIVERS	NUTRITION SERVICES DEPARTMENT	13	113.67
P21-01472	SWIVL	SWIVLS FOR DISTANT AND NON-DISTANT LEARNING	CAPITAL CITY SCHOOL	01	5,826.58
P21-01473	CDW GOVERNMENT	WORKABILITY PRINTERS	SPECIAL EDUCATION DEPARTMENT	01	1,343.40
P21-01474	RUDERMAN & KNOX LLP	SETTLEMENT- CLIENT TRUST: ABBC	SPECIAL EDUCATION DEPARTMENT	01	7,500.00
P21-01476	COSTCO WHOLESALE CORPORATION	WHOLE PINEAPPLE FOR NS MENU	NUTRITION SERVICES DEPARTMENT	13	19,087.95
P21-01477	BOOKS EN MORE	SUPPLEMENTAL BOOKS FOR CLASSROOM USE	HIRAM W. JOHNSON HIGH SCHOOL	01	440.11
P21-01478	BOOKS EN MORE	BOOKS FOR TEACHER PD	HIRAM W. JOHNSON HIGH SCHOOL	01	697.38
P21-01479	HARLAND TECHNOLOGY SERVICES	RENEWAL OF MAINTENANCE CONTRACTS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,540.00
P21-01480	SCHOLASTIC BOOK CLUBS INC	SCHOLASTIC BOOK CLUB	BOWLING GREEN ELEMENTARY	09	10,603.68
P21-01481	CDW GOVERNMENT	DOCUMENT CAMERAS FOR TEACHERS	MATSUYAMA ELEMENTARY SCHOOL	01	3,006.94
P21-01482	AMAZON CAPITAL SERVICES	SIG - JOURNALS FOR KINDERGARTEN	H.W. HARKNESS ELEMENTARY	01	199.45
P21-01483	CDW GOVERNMENT	COMPUTER MONITORS	ACCOUNTING SERVICES DEPARTMENT	01	380.27

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Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-01484	CDW GOVERNMENT	DESKTOPS FOR STAFF	MATSUYAMA ELEMENTARY SCHOOL	01	2,218.23
P21-01485	TROXELL COMMUNICATIONS INC	CENTRAL KITCHEN AV EQUIP/TEST KITCH/CONF RM	NUTRITION SERVICES DEPARTMENT	21	15,903.52
P21-01486	CDW GOVERNMENT	CDW	GEO WASHINGTON CARVER	09	9,110.97
P21-01487	CDW GOVERNMENT	LAPTOPS FOR REMOTE WORK QUOTE #LVCB519	ACCOUNTING SERVICES DEPARTMENT	01	2,402.99
P21-01488	CALIFORNIA TEACHERS ASSOCIATION	SCTA PERB SETTLEMENT AGREEMENT	ADMIN-LEGAL COUNSEL	01	34,000.00
P21-01489	CDW GOVERNMENT	St. Patrick Chromebook Title I T.Crane	CONSOLIDATED PROGRAMS	01	1,113.88
P21-01490	CDW GOVERNMENT	PRINCIPAL COMPUTER	CAROLINE WENZEL ELEMENTARY	01	1,809.34
P21-01491	Mascot Junction, Inc.	PBIS MASCOT	JOHN D SLOAT BASIC ELEMENTARY	01	2,516.63
P21-01492	EAST BAY RESTAURANT SUPPLY INC	LUG DOLLIES FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	21	2,392.94
P21-01493	DISCOUNT SCHOOL SUPPLY	INST MTRLS - LIZ THOMAS	CHILD DEVELOPMENT PROGRAMS	12	734.59
P21-01494	SNAPWIZ INC EDULASTIC	EDULASTIC UPGRADE-SUPPLEMENTAL TECH	FERN BACON MIDDLE SCHOOL	01	600.00
P21-01495	GARY BYRDSONG	PRYDE-REIMB EQUIP RENTAL-BASEBALL FIELD RENOVATION	LUTHER BURBANK HIGH SCHOOL	01	194.47
P21-01496	JENNY TRAM	TEACHER CLASSROOM SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	696.76
P21-01497	MARILYN FRIEND INC	Teacher Co-Taught Training Books	C. K. McCLATCHY HIGH SCHOOL	01	2,859.11
P21-01498	CDW GOVERNMENT	ESSENTIAL USB MOUSE-KEN DAVIS-ENGINEERING PRGM	CAREER & TECHNICAL PREPARATION	01	1,753.00
P21-01499	PREMIER FOOD SAFETY	FOOD CERT-CULINARY ARTS @ JFK- JAMES MORGAN	CAREER & TECHNICAL PREPARATION	01	834.75
P21-01500	SACRAMENTO COUNTY 4-H COUNCIL	4-H COUNCIL	NEW JOSEPH BONNHEIM	09	2,399.00
P21-01501	RESERVE ACCOUNT	POSTAGE	JOHN D SLOAT BASIC ELEMENTARY	01	500.00
P21-01502	WA KRAPF INC MAGNATAG VISIBLE SYSTEMS	FRONT OFFICE MAGNATAG	ALBERT EINSTEIN MIDDLE SCHOOL	01	861.31
P21-01503	AMAZON CAPITAL SERVICES	MAC BOOK COVERS	JOHN D SLOAT BASIC ELEMENTARY	01	978.34
P21-01504	AMAZON CAPITAL SERVICES	INK CARTRIDGES USAGES	CAREER & TECHNICAL PREPARATION	01	230.51
P21-01505	AMAZON CAPITAL SERVICES	CONVECTION OVENS FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	1,627.98
P21-01506	AMAZON CAPITAL SERVICES	PRINTER INK	SUCCESS ACADEMY	01	389.75
P21-01507	BOOKS EN MORE	BOOK FOR ELEMENTARY CLASS	SUCCESS ACADEMY	01	67.66
Total Number of POs			168	Total	4,964,456.30

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Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	122	2,686,699.48
09	Charter School	17	207,186.28
11	Adult Education	1	989.98
12	Child Development	1	734.59
13	Cafeteria	12	49,667.24
21	Building Fund	15	2,019,178.73
		Total	4,964,456.30

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Includes Purchase Orders dated 12/15/2020 - 01/14/2021 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B21-00068	1,550.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	50.00
B21-00090	53,000.00	13-4710	Cafeteria/Food	40,000.00-
B21-00095	56,000.00	13-4710	Cafeteria/Food	7,000.00-
B21-00096	92,594.60	13-4710	Cafeteria/Food	40,000.00-
B21-00108	6,500.00	13-4710	Cafeteria/Food	9,500.00-
B21-00114	42,000.00	13-4710	Cafeteria/Food	20,000.00-
B21-00116	9,987.20	13-4710	Cafeteria/Food	20,012.80-
B21-00124	23,009.71	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	20,000.00-
B21-00128	370,000.00	13-4710	Cafeteria/Food	180,000.00-
B21-00132	2,000.00	13-4710	Cafeteria/Food	18,000.00-
B21-00250	15,000.00	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	10,000.00-
B21-00256	246,968.64	13-4710	Cafeteria/Food	1,646.46
B21-00260	160,000.00	13-4710	Cafeteria/Food	100,000.00-
B21-00626	65,775.00	01-5800	General Fund/Other Contractual Expenses	60,000.00
B21-00645	8,707.50	13-4710	Cafeteria/Food	3,117.50
CHB21-00045	3,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
CHB21-00159	1,900.00	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
CHB21-00161	5,500.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB21-00171	22,000.00	01-4310	General Fund/Instructional Materials/Suppli	7,000.00
CHB21-00175	26,000.00	01-4310	General Fund/Instructional Materials/Suppli	10,000.00
CHB21-00177	3,200.00	01-4310	General Fund/Instructional Materials/Suppli	700.00
CHB21-00185	9,950.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB21-00206	7,500.00	01-4310	General Fund/Instructional Materials/Suppli	2,500.00
CHB21-00222	15,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB21-00264	25,000.00	01-4310	General Fund/Instructional Materials/Suppli	10,000.00
CHB21-00340	1,500.00	01-5911	General Fund/Postage	500.00
CS20-00308	39,500.00	01-5100	General Fund/Subagreements for Services abo	11,958.01
		01-5800	General Fund/Other Contractual Expenses	13,041.99
			Total PO CS20-00308	25,000.00
CS21-00044	10,350.00	01-5800	General Fund/Other Contractual Expenses	6,000.00
CS21-00064	7,704.72	01-5800	General Fund/Other Contractual Expenses	4,650.36-
P21-00217	50,322.76	13-5690	Cafeteria/Other Contracts, Rents, Leases	1,611.42
			Total PO Changes	328,037.78-

Information is further limited to: (Minimum Amount = (999,999.99))

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.2

Meeting Date: February 18, 2021

Subject: Head Start Reports

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

Division: Academic Office / Child Development

Recommendation: None

Background/Rationale: The Office of Head Start, under the auspices of the U.S. Department of Health and Human Services/Administration for Children and Families, mandates that all Head Start governing entities receive specified reports related to the operational and fiduciary status of the program. These reports must include information and/or a status update in the followings areas: budget, credit card usage, USDA meals/snacks, enrollment, and program updates or summaries, if applicable. Attached, are essential monthly reports for Board members' review.

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready; Family and Community Engagement

Documents Attached:

1. Head Start Monthly Report Summary
2. Child Development Fiscal Report August 2020 through December 2020 – HS Basic & T/TA

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Jacquie Bonini, Director, Child Development, Christine Baeta, Chief Academic Officer</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>
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**Attachment 1
Head Start
August through December Report Summary**

Enrollment Report

Head Start preschool classes continue to operate in distance learning. While we want to enroll and serve as many students as possible, Head Start acknowledges the impact COVID has on enrollment.

August 2020	32	100%
September 2020	283	41%
October 2020	309	42%
November 2020	326	44%
December 2020	332	45%

Disabilities Report

Head Start requires 10% of funded enrollment to be students with disabilities.

August 2020	Head Start	2
September 2020	Head Start	34
October 2020	Head Start	36
November 2020	Head Start	38
December 2020	Head Start	38

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5210

Month: August 1 - August 31, 2020 Agreement No.: 21C5551S0

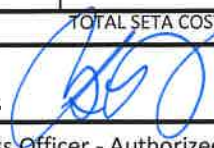
Delegate: SCUSD - Child Development Department Program: PA 22 HS BASIC R5210

Remit to address General Accounting Department - 802A PA 20 BASIC T/TA

5735 47th Avenue PA 25 EHS

SACRAMENTO, CA 95824 PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	14,811.76	14,811.76	209,283.00	194,471.24
Fringe Benefits	7,694.90	7,694.90	116,057.00	108,362.10
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	0.00	0.00	5,740.00	5,740.00
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	0.00	0.00	2,357.00	2,357.00
N Indirect Costs 3.79%	4,589.54	4,589.54	224,694.00	220,104.46
I. TOTAL ADMINISTRATION	\$27,096.20	\$27,096.20	\$558,131.00	\$531,034.80
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$27,096.20	\$27,096.20	\$558,131.00	\$531,034.80
II. Personnel	60,265.57	60,265.57	3,073,800.00	3,013,534.43
Fringe Benefits	38,303.86	38,303.86	2,312,301.00	2,273,997.14
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	20.00	20.00	90,834.00	90,814.00
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	0.00	118,210.00	118,210.00
M				
II. TOTAL PROGRAM	\$98,589.43	\$98,589.43	\$5,595,145.00	5,496,555.57
NON-FEDERAL PROGRAM Basic & T/TA \$1,460,172+7,800+78,148	\$0.00	\$0.00	\$1,546,120.00	1,546,120.00
TOTAL SETA COSTS (I + II)	\$125,685.63	\$125,685.63	\$6,153,276.00	6,027,590.37
Rose Ramos 	9/9/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5212

Month: August 1 - August 31, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

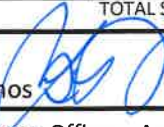
Program: PA 22 HS BASIC

PA 20 BASIC T/TA R5212

PA 25 EHS

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 3.79%	0.00	0.00	1,139.00	1,139.00
I. TOTAL ADMINISTRATION	\$0.00	\$0.00	\$1,139.00	\$1,139.00
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$0.00	\$0.00	\$1,139.00	\$1,139.00
II. Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	0.00	0.00	0.00
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	0.00	30,061.00	30,061.00
M				0.00
II. TOTAL PROGRAM	\$0.00	\$0.00	\$30,061.00	30,061.00
NON-FEDERAL PROGRAM Reported on Basic				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)	\$0.00	\$0.00	\$31,200.00	31,200.00
Rose Ramos 	9/9/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5244

Month: August 1 - August 31, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A


5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

- Program: PA 22 HS BASIC
- PA 20 BASIC T/TA
- PA 25 EHS
- PA 26 EHS T/TA
- OTHER HS Covid-19 Supplemental

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 3.79%	0.00	0.00	23,619.00	23,619.00
I. TOTAL ADMINISTRATION	\$0.00	\$0.00	\$23,619.00	\$23,619.00
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$0.00	\$0.00	\$23,619.00	\$23,619.00
II. Personnel	0.00	0.00	208,627.00	208,627.00
Fringe Benefits	0.00	0.00	87,918.00	87,918.00
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	0.00	299,188.00	299,188.00
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	0.00	27,450.00	27,450.00
M				0.00
II. TOTAL PROGRAM	\$0.00	\$0.00	\$623,183.00	623,183.00
NON-FEDERAL PROGRAM Reported on Basic				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)	\$0.00	\$0.00	\$646,802.00	646,802.00

Rose Ramos 	9/9/2020	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5244

Month: September 1 - September 30, 2020

Agreement No.: 21C5551S0

Delegate: SCUSD - Child Development Department

Program: PA 22 HS BASIC

Remit to address General Accounting Department - 802A

PA 20 BASIC T/TA

5735 47th Avenue


PA 25 EHS

SACRAMENTO, CA 95824

PA 26 EHS T/TA

OTHER

HS Covid-19 Supp. R5244

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I. A D M I N	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
	Supplies			0.00	
	Contractual			0.00	
	Construction			0.00	
	Other			0.00	
	Indirect 3.79%	168.94	168.94	23,619.00	23,450.06
	I. TOTAL ADMINISTRATION	\$168.94	\$168.94	\$23,619.00	\$23,450.06
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$168.94	\$168.94	\$23,619.00	\$23,450.06	
II. P R O G R A M	Personnel	0.00	0.00	208,627.00	208,627.00
	Fringe Benefits	0.00	0.00	87,918.00	87,918.00
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	4,457.64	0.00	299,188.00	299,188.00
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	0.00	0.00	27,450.00	27,450.00
					0.00
	II. TOTAL PROGRAM	\$4,457.64	\$0.00	\$623,183.00	623,183.00
NON-FEDERAL PROGRAM Reported on Basic	\$0.00	\$0.00	\$0.00	0.00	
TOTAL SETA COSTS (I + II)	\$4,626.58	\$168.94	\$646,802.00	646,633.06	
Rose Ramos 	10/5/2020	Shelagh Ferguson	916.643.7878		
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone		

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5210

Month: September 1 - September 30, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

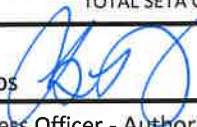
Program: PA 22 HS BASIC R5210

PA 20 BASIC T/TA

PA 25 EHS

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	14,811.76	29,623.52	209,283.00	179,659.48
Fringe Benefits	7,694.49	15,389.39	116,057.00	100,667.61
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	(0.91)	(0.91)	5,740.00	5,740.91
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	32.69	32.69	2,357.00	2,324.31
N Indirect Costs 3.79%	19,159.53	23,749.07	224,694.00	200,944.93
I. TOTAL ADMINISTRATION	\$41,697.56	\$68,793.76	\$558,131.00	\$489,337.24
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$41,697.56	\$68,793.76	\$558,131.00	\$489,337.24
II. Personnel	270,365.68	330,631.25	3,073,800.00	2,743,168.75
Fringe Benefits	207,538.31	245,842.17	2,312,301.00	2,066,458.83
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	(28.20)	(8.20)	90,834.00	90,842.20
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	5,114.76	5,114.76	118,210.00	113,095.24
M				
II. TOTAL PROGRAM	\$482,990.55	\$581,579.98	\$5,595,145.00	5,013,565.02
NON-FEDERAL PROGRAM Basic & T/TA \$1,460,172+7,800+78,148	\$0.00	\$0.00	\$1,546,120.00	1,546,120.00
TOTAL SETA COSTS (I + II)	\$524,688.11	\$650,373.74	\$6,153,276.00	5,502,902.26
Rose Ramos 	10/5/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5212

Month: September 1 - September 30, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0


Program: PA 22 HS BASIC

PA 20 BASIC T/TA R5212

PA 25 EHS

PA 26 EHS T/TA

OTHER

	Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
		Current Period & Adjustments	Cumulative To Date		
I. A D M I N	Personnel				0.00
	Fringe Benefits				0.00
	Travel				0.00
	Equipment				0.00
	Supplies				0.00
	Contractual				0.00
	Construction				0.00
	Other				0.00
	Indirect 3.79%	60.56	60.56	1,139.00	1,078.44
	I. TOTAL ADMINISTRATION	\$60.56	\$60.56	\$1,139.00	\$1,078.44
	Non-Federal Administration				
	Total Fed. And Non-Fed. Administration	\$60.56	\$60.56	\$1,139.00	\$1,078.44
II. P R O G R A M	Personnel	0.00	0.00	0.00	0.00
	Fringe Benefits	0.00	0.00	0.00	0.00
	Travel	1,598.00	1,598.00	1,598.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	0.00	0.00	0.00	0.00
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	0.00	0.00	28,463.00	28,463.00
					0.00
	II. TOTAL PROGRAM	\$1,598.00	\$1,598.00	\$30,061.00	28,463.00
	NON-FEDERAL PROGRAM Reported on Basic	\$0.00	\$0.00	\$0.00	0.00
	TOTAL SETA COSTS (I + II)	\$1,658.56	\$1,658.56	\$31,200.00	29,541.44
Rose Ramos 		10/5/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature		Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5210

Month: October 1 - October 31, 2020 Agreement No.: 21C5551S0


Delegate: SCUSD - Child Development Department Program: PA 22 HS BASIC R5210

Remit to address General Accounting Department - 802A PA 20 BASIC T/TA

5735 47th Avenue PA 25 EHS

SACRAMENTO, CA 95824 PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	14,811.76	44,435.28	209,283.00	164,847.72
Fringe Benefits	7,694.49	23,083.88	116,057.00	92,973.12
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	0.00	(0.91)	5,740.00	5,740.91
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	0.00	32.69	2,357.00	2,324.31
N Indirect Costs 3.79%	19,473.63	43,222.70	224,694.00	181,471.30
I. TOTAL ADMINISTRATION	\$41,979.88	\$110,773.64	\$558,131.00	\$447,357.36
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$41,979.88	\$110,773.64	\$558,131.00	\$447,357.36
II. Personnel	288,409.61	619,040.86	3,073,800.00	2,454,759.14
Fringe Benefits	202,447.21	448,289.38	2,312,301.00	1,864,011.62
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	(8.20)	90,834.00	90,842.20
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	453.09	5,567.85	118,210.00	112,642.15
M				
II. TOTAL PROGRAM	\$491,309.91	\$1,072,889.89	\$5,595,145.00	4,522,255.11
NON-FEDERAL PROGRAM Basic & T/TA \$1,538,319+7,800	\$453,072.22	\$453,072.22	\$1,546,120.00	1,093,047.78
TOTAL SETA COSTS (I + II)	\$533,289.79	\$1,183,663.53	\$6,153,276.00	4,969,612.47
Rose Ramos 	11/6/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5212

Month: October 1 - October 31, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A
5735 47th Avenue
SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

Program: PA 22 HS BASIC
 PA 20 BASIC T/TA R5212
 PA 25 EHS
 PA 26 EHS T/TA
 OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I.	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
A	Supplies			0.00	
D	Contractual			0.00	
M	Construction			0.00	
I	Other			0.00	
N	Indirect 3.79%	0.00	60.56	1,139.00	1,078.44
	I. TOTAL ADMINISTRATION	\$0.00	\$60.56	\$1,139.00	\$1,078.44
	Non-Federal Administration				
	Total Fed. And Non-Fed. Administration	\$0.00	\$60.56	\$1,139.00	\$1,078.44
II.	Personnel	0.00	0.00	0.00	0.00
	Fringe Benefits	0.00	0.00	0.00	0.00
P	Travel	0.00	1,598.00	1,598.00	0.00
R	Equipment	0.00	0.00	0.00	0.00
O	Supplies	0.00	0.00	0.00	0.00
G	Contractual	0.00	0.00	0.00	0.00
R	Construction	0.00	0.00	0.00	0.00
A	Other	0.00	0.00	28,463.00	28,463.00
M					0.00
	II. TOTAL PROGRAM	\$0.00	\$1,598.00	\$30,061.00	28,463.00
	NON-FEDERAL PROGRAM Reported on Basic				
		\$0.00	\$0.00	\$0.00	0.00
	TOTAL SETA COSTS (I + II)	\$0.00	\$1,658.56	\$31,200.00	29,541.44

Rose Ramos 	11/6/2020	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5244

Month: October 1 - October 31, 2020

Delegate: SCUSD - Child Development Department


Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

Program: PA 22 HS BASIC
 PA 20 BASIC T/TA
 PA 25 EHS
 PA 26 EHS T/TA
 OTHER HS Covid-19 Supp. R5244

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I. A D M I N	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
	Supplies			0.00	
	Contractual			0.00	
	Construction			0.00	
	Other			0.00	
	Indirect 3.79%	605.40	774.34	23,619.00	22,844.66
	I. TOTAL ADMINISTRATION	\$605.40	\$774.34	\$23,619.00	\$22,844.66
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$605.40	\$774.34	\$23,619.00	\$22,844.66	
II. P R O G R A M	Personnel	0.00	0.00	208,627.00	208,627.00
	Fringe Benefits	0.00	0.00	87,918.00	87,918.00
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	15,973.60	20,431.24	299,188.00	278,756.76
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	0.00	0.00	27,450.00	27,450.00
					0.00
	II. TOTAL PROGRAM	\$15,973.60	\$20,431.24	\$623,183.00	602,751.76
NON-FEDERAL PROGRAM Reported on Basic	\$0.00	\$0.00	\$0.00	0.00	
TOTAL SETA COSTS (I + II)	\$16,579.00	\$21,205.58	\$646,802.00	625,596.42	
Rose Ramos 	11/6/2020	Shelagh Ferguson	916.643.7878		
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone		

SETA MONTHLY FISCAL REPORT
925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5210

Month: November 1 - November 30, 2020 Agreement No.: 21C5551S0


Delegate: SCUSD - Child Development Department Program: PA 22 HS BASIC R5210

Remit to address General Accounting Department - 802A PA 20 BASIC T/TA

5735 47th Avenue PA 25 EHS

SACRAMENTO, CA 95824 PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	15,003.15	59,438.43	209,283.00	149,844.57
Fringe Benefits	7,713.65	30,797.53	116,057.00	85,259.47
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	0.00	(0.91)	5,740.00	5,740.91
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	13.52	46.21	2,357.00	2,310.79
N Indirect Costs 3.79%	19,833.86	63,056.56	224,694.00	161,637.44
I. TOTAL ADMINISTRATION	\$42,564.18	\$153,337.82	\$558,131.00	\$404,793.18
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$42,564.18	\$153,337.82	\$558,131.00	\$404,793.18
II. Personnel	298,441.20	917,482.06	3,073,800.00	2,156,317.94
Fringe Benefits	201,892.52	650,181.90	2,312,301.00	1,662,119.10
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	(8.20)	90,834.00	90,842.20
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	256.85	5,824.70	118,210.00	112,385.30
M				
II. TOTAL PROGRAM	\$500,590.57	\$1,573,480.46	\$5,595,145.00	4,021,664.54
NON-FEDERAL PROGRAM Basic & T/TA \$1,538,319+7,800	\$0.00	\$453,072.22	\$1,546,120.00	1,093,047.78
TOTAL SETA COSTS (I + II)	\$543,154.75	\$1,726,818.28	\$6,153,276.00	4,426,457.72
Rose Ramos 	12/7/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5212

Month: November 1 - November 30, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

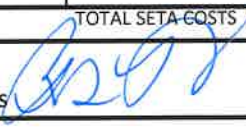
Program: PA 22 HS BASIC

PA 20 BASIC T/TA R5212

PA 25 EHS

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 3.79%	0.00	60.56	1,139.00	1,078.44
I. TOTAL ADMINISTRATION	\$0.00	\$60.56	\$1,139.00	\$1,078.44
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$0.00	\$60.56	\$1,139.00	\$1,078.44
II. Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
P Travel	0.00	1,598.00	1,598.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	0.00	0.00	0.00
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	0.00	28,463.00	28,463.00
M				0.00
II. TOTAL PROGRAM	\$0.00	\$1,598.00	\$30,061.00	28,463.00
NON-FEDERAL PROGRAM Reported on Basic				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)	\$0.00	\$1,658.56	\$31,200.00	29,541.44
Rose Ramos 	12/7/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5244

Month: November 1 - November 30, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

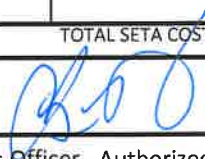
Program: PA 22 HS BASIC

PA 20 BASIC T/TA

PA 25 EHS

PA 26 EHS T/TA

OTHER HS Covid-19 Supp. R5244

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I.	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
A	Supplies			0.00	
D	Contractual			0.00	
M	Construction			0.00	
I	Other			0.00	
N	Indirect 3.79%	112.53	886.87	23,619.00	22,732.13
	i. TOTAL ADMINISTRATION	\$112.53	\$886.87	\$23,619.00	\$22,732.13
	Non-Federal Administration				
	Total Fed. And Non-Fed. Administration	\$112.53	\$886.87	\$23,619.00	\$22,732.13
II.	Personnel	0.00	0.00	208,627.00	208,627.00
	Fringe Benefits	0.00	0.00	87,918.00	87,918.00
P	Travel	0.00	0.00	0.00	0.00
R	Equipment	0.00	0.00	0.00	0.00
O	Supplies	2,969.11	23,400.35	299,188.00	275,787.65
G	Contractual	0.00	0.00	0.00	0.00
R	Construction	0.00	0.00	0.00	0.00
A	Other	0.00	0.00	27,450.00	27,450.00
M					0.00
	II. TOTAL PROGRAM	\$2,969.11	\$23,400.35	\$623,183.00	599,782.65
	NON-FEDERAL PROGRAM Reported on Basic	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)		\$3,081.64	\$24,287.22	\$646,802.00	622,514.78
Rose Ramos 		12/7/2020	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature		Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5210

Month: December 1 - December 31, 2020 Agreement No.: 21C5551S0

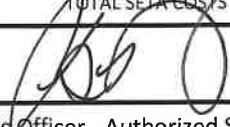
Delegate: SCUSD - Child Development Department Program: PA 22 HS BASIC R5210

Remit to address General Accounting Department - 802A PA 20 BASIC T/TA

5735 47th Avenue PA 25 EHS

SACRAMENTO, CA 95824 PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	15,199.48	74,637.91	209,283.00	134,645.09
Fringe Benefits	8,070.91	38,868.44	116,057.00	77,188.56
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	0.00	(0.91)	5,740.00	5,740.91
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	0.00	46.21	2,357.00	2,310.79
N Indirect Costs 3.79%	18,026.76	81,083.32	224,694.00	143,610.68
I. TOTAL ADMINISTRATION	\$41,297.15	\$194,634.97	\$558,131.00	\$363,496.03
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$41,297.15	\$194,634.97	\$558,131.00	\$363,496.03
II. Personnel	251,543.20	1,169,025.26	3,073,800.00	1,904,774.74
Fringe Benefits	200,185.68	850,367.58	2,312,301.00	1,461,933.42
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	(8.20)	90,834.00	90,842.20
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	640.81	6,465.51	118,210.00	111,744.49
M				
II. TOTAL PROGRAM	\$452,369.69	\$2,025,850.15	\$5,595,145.00	3,569,294.85
NON-FEDERAL PROGRAM Basic & T/TA \$1,538,319+7,800 Nov & Dec	\$421,968.30	\$875,040.52	\$1,546,120.00	671,079.48
TOTAL SETA COSTS (I + II)	\$493,666.84	\$2,220,485.12	\$6,153,276.00	3,932,790.88
Rose Ramos 	1/8/2021	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5212

Month: December 1 - December 31, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

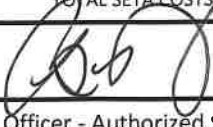
Program: PA 22 HS BASIC

PA 20 BASIC T/TA R5212

PA 25 EHS

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I. A D M I N	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
	Supplies			0.00	
	Contractual			0.00	
	Construction			0.00	
	Other			0.00	
	Indirect 3.79%	0.00	60.56	1,139.00	1,078.44
	I. TOTAL ADMINISTRATION	\$0.00	\$60.56	\$1,139.00	\$1,078.44
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$0.00	\$60.56	\$1,139.00	\$1,078.44	
II. P R O G R A M	Personnel	0.00	0.00	0.00	
	Fringe Benefits	0.00	0.00	0.00	
	Travel	0.00	1,598.00	1,598.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	0.00	0.00	0.00	0.00
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	0.00	0.00	28,463.00	28,463.00
					0.00
	II. TOTAL PROGRAM	\$0.00	\$1,598.00	\$30,061.00	28,463.00
NON-FEDERAL PROGRAM Reported on Basic	\$0.00	\$0.00	\$0.00	0.00	
TOTAL SETA COSTS (I + II)	\$0.00	\$1,658.56	\$31,200.00	29,541.44	
Rose Ramos 	1/8/2021	Shelagh Ferguson	916.643.7878		
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone		

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5244


Month: December 1 - December 31, 2020

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A
5735 47th Avenue
SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

Program: PA 22 HS BASIC
 PA 20 BASIC T/TA
 PA 25 EHS
 PA 26 EHS T/TA
 OTHER HS Covid-19 Supp. R5244

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 3.79%	685.51	1,572.38	23,619.00	22,046.62
I. TOTAL ADMINISTRATION	\$685.51	\$1,572.38	\$23,619.00	\$22,046.62
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$685.51	\$1,572.38	\$23,619.00	\$22,046.62
II. Personnel	0.00	0.00	208,627.00	208,627.00
Fringe Benefits	0.00	0.00	87,918.00	87,918.00
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	18,087.33	41,487.68	299,188.00	257,700.32
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	0.00	27,450.00	27,450.00
M				0.00
II. TOTAL PROGRAM	\$18,087.33	\$41,487.68	\$623,183.00	581,695.32
NON-FEDERAL PROGRAM Reported on Basic				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I+II)	\$18,772.84	\$43,060.06	\$646,802.00	603,741.94
Rose Ramos 	1/8/2021	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	