SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
A G E N D A A N D O R D E R O F B U S I N E S S – REGULAR MEETING
Thursday, May 25, 2023

Baden High School - Gymnasium
825 Southwood Drive, South San Francisco, California

The Board of Trustees invites the community to participate in this meeting in-person.

The Board meeting will be streamed live and you can view it by visiting this web page streaming link: https://www.ssfusd.org/apps/pages/onlineboardmeeting
(The link will be active shortly before 7:00 p.m. on May 25)

Translation: For in-person attendees, a Spanish language translation will be provided if requested through the Superintendent's office, 650-877-8705, no later than 48 hours prior to the start of the meeting.

Traducción: La oficina de la superintendente, 650-877-8705, les proveerá una traducción en español a los asistentes si la piden 48 horas antes de empezar la reunión.

This meeting will include closed captions which require the Board to provide a break, for the captioner's benefit, after approximately every 90 minutes.

OPEN SESSION - 7:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. LAND ACKNOWLEDGEMENT STATEMENT

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

E. REVIEW OF AGENDA

F. PTA COUNCIL REMARKS

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

- South San Francisco Federation of Adult Educators
- South San Francisco Classroom Teachers Association
- California School Employees Association Chapter 197

H. PERSONNEL COMMISSION

I. ITEMS FROM THE BOARD

- Announcements
- Board Calendar
- Board Committee Reports

J. SUPERINTENDENT'S REPORT

a. Golden Apple/Retirees ceremony

b. Teacher Appreciation

c. CSEA Classified Appreciation Week

d. Promotions and Graduations

e. End of the Year

f. Other

K. PUBLIC COMMENTS

For Items Not On the Agenda:
Public comment for items not on the agenda should not exceed 30 minutes. Public comments are limited to a maximum of three minutes per individual (per Board Bylaw 9323). In order to accommodate more speakers, the Board President may, at their discretion, limit the individual time per speaker to one or two minutes each if there are more than ten expected speakers.

To comment prior to the meeting:
Public comments may be submitted in advance of the meeting through the following link: https://bit.ly/boardmeeting5252023 beginning at 3:00 p.m. on Monday, May 22, until 3:00 p.m. on Thursday, May 25. These comments will be read by all Board members and posted on the District website's 2022-23 Board meetings at: https://www.ssfusd.org/apps/pages/meetings

To comment in-person during the meeting:
Public comments are limited to one to three minutes per individual (per Board

Bylaw 9323). Name/address cards are placed in the back of the room to be completed and given to the secretary. The Board President will call upon individuals in random order who have requested to speak. Each person may only speak once, and is required to address the Board from the podium. The meeting is recorded and streamed live. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

Special Meeting Comments:
In accordance with the law, the Brown Act, during special meetings, public comments are limited to only those items on the agenda.

The meeting is recorded and streamed live. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

L. INFORMATION ONLY PRESENTATION

(Individual presentations are limited to a maximum of 10 minutes.)

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Alternative Education

Principal Seema Prasad will present educational priorities and programs in the District's Alternative Education, including Baden HS and Adult Education.

M. PRESENTATION WITH POTENTIAL ACTION - None

N. CONSENT AGENDA: The following items are submitted for Board approval. One motion will authorize action for those items so designated.

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a. SSFHS students to attend the National History Day Competition in Maryland, June 11-15, 2023.	1 - 2
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f. Fundraising event for the 2022-23 school year.	90
g. Professional service agreement under $25,000	91 - 92

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INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. May Revision of the Governor's Budget 93

Staff will present information on the May revision of Governor Newsom's 2023-24 budget.

ACTION

1. ADMINISTRATION

a. Resolution No. 23-44 for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month 94

Staff recommends the adoption of Resolution #23-44: In support of 2023 LGBTQ+ Pride Month.

b. Approval of the SSFUSD Refreshed Mission Statement 95 - 96

Staff recommends the approval of the proposed Refreshed Mission Statement that aligns with the District's Portrait of a Graduate and reflects the hopes and dreams of the SSFUSD community, as presented to the Board.

2. EDUCATIONAL SERVICES

a. Approval of *Learning Without Tears Get Set for School* Program for the 2023-24 Through 2025-26 School Years 97 - 211

Staff recommends the approval of a 3-year contract with the *Learning Without Tears Get Set for School* Program, in order to fulfill Special Education curricular needs for the 2023-24 through 2025-26 school years, as presented to the Board.

b. Approval of Health Connected Memorandum of Understanding (MOU) for the 2023-24 School Year 212 - 219

Staff recommends the approval of the Health Connected MOU for a sexual health education program provided to 8th grade students for the 2023-24 school year, as presented to the Board.

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c. Approval of a Remind Agreement for the 2023-24 Thru 2025-26 School Years 220 - 223

Staff recommends the approval of an agreement with Remind, a communication platform for teachers to message multiple students and families, in the 2023-24 through 2025-26 school years, as presented to the Board.

d. Approval of an Agreement with NEWSELA to Provide Online Services 224 - 227

Staff recommends the approval of an agreement with NEWSELA, an instructional online tool/platform featuring articles on current events to support relevant curriculum in the 2023-24 school year, as presented to the Board.

e. Approval of the BeGlad Online Training Licenses for the 2023-24 School Year 228- 236

Staff recommends the approval of the BeGlad license agreement to provide access to the training module in guided language acquisition strategies for EL instruction for the 2023-24 school year, as presented to the Board.

3. HUMAN RESOURCES

a. Approval of EveryDay Labs Attendance Software 237 - 248

Staff recommends the purchase of EveryDay Labs Attendance Software, a web-based platform which provides real-time analysis of attendance trends and patters at the District, school, and student levels, as presented to the Board.

b. Approval of Multi-Tiered System of Support (MTSS) Coordinator Position and Job Description 249 - 252

Staff recommends the approval of the Multi-Tiered System of Support (MTSS) Coordinator position and job description to develop and implement a District-wide process that ensures each and every student gets the support they need across academics, behavior, and social-emotional learning, as presented to the Board.

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c. Approval of Increased Work Year for Program Specialists 253

Staff recommends the approval of the increased work year for Program Specialists from 194 days to 200 days, as presented to the Board.

d. Approval of a Variable Term Waiver 254

Staff recommends the approval of the Variable Term Waiver for Richard Concepcion, a certificated employee at Alta Loma MS, as presented to the Board.

4. BUSINESS SERVICES

a. Resolution No. 23-42 for Budgetary Increases and Year End Transfers 255 - 256

Staff recommends the adoption of Resolution #23-42: for Budgetary Increases and Transfers at year end of the FY2022-23.

b. Approval of Professional Services Agreement for Facilities Consulting Services 257 - 259

Staff recommends the approval of the 2023-24 professional services agreement, in an amount not to exceed $72,000, with K12 School Facilities consultant, William Savidge, for Facilities Consulting Services, as presented to the Board.

c. Approval of Change Order #3 to the Southwest Construction Agreement for the SSFHS Food Service Improvements Project 260 - 262

Staff recommends the approval of Change Order #3 to the Southwest Construction agreement, in the amount of a **$943.97 credit** for the SSFHS Food Service Improvements Project, as presented to the Board.

d. Approval of Award of Contract to Raposo Engineering for the Hillside Parking and Drop-off Project 263 - 264

Staff recommends the approval of the award of contract to Raposo Engineering, in the amount of $748,000, for the Hillside parking and drop-off project, as presented to the Board.

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS *(subject to change)*

Board meetings are being held in the Baden HS gym, unless otherwise noted.

June 3, 2023 – Special Meeting/Board Workshop (*Board Room*)

- Board self-evaluation

June 8, 2023

- Teaching and learning presentation - ECHS
- Presentation on 2023-24 LCAP draft plan
- Presentation on 2023-24 Preliminary Budget
- Approval of School Services 2023-24 contract
- Public Hearing 2023-24 LCAP draft plan
- Public Hearing 2023-24 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2023-24
- Approval of Literably contract for 2023-24
- Approval of Board of Trustees Compensation increase for 2023-24
- Resolution on Budgetary increases and year end transfers
- Approval of Dairy Products IFB Rollover for 2023-24
- Approval of Fresh Produce RFP Rollover for 2023-24
- Approval of Commercial Food and Supplies award for 2023-24
- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2023-24

June 14, 2023 – Board study session *(Board room)*

- Equity Network 2.0 discussion session #2

June 22, 2023

- Presentation on Daybreak Mental Health and approval of MOU
- Presentation on YSB Counseling and Safe School Advocates Services
- Presentation on the Facilities Department
- Approval of SMCOE Outdoor Education dates for 2023-24
- Approval of Children's Center 2023-24 CSPP childcare contract
- Approval of Paper Education Company agreement for 2023-24
- Approval of the SLO MOU with 2022-23 student data and recommended language changes
- Approval to increase facility use fees for 2023-24
- Approval to increase District rental/leasing rates for 2023-24
- Adoption of 2023-24 LCAP
- Adoption of 2023-24 Preliminary Budget
- Resolution on Education Protection Account Funds

July 20, 2023

- Presentation on Information Technology Department
- Approval for Superintendent and Board to participate in the annual CSBA Conference
- Approval for Superintendent to participate in 2023-24 conferences and seminars
- Approval of Children's Center Program annual self-evaluation reports for 2022-23
- Williams report for 2nd quarter ending 6/30/23
- Approval of SMCOE Outdoor Education dates for 2023-24
- Approval of MOU for YSB School Counseling and Safe School Advocates Services

August 10, 2023

- Introduction of Student Trustees/ASB High School Presidents
- Summer School report
- Approval of Star Vista Early Childhood Mental Health Consultation Ser. agreement for 2023-24
- Approval of San Mateo Co. 2023-24 CSPP preschool contract
- Approval of Consolidated Application and Reporting System Spring 2022 data collection
- Public Hearing and resolution for confirmation of sufficient student textbooks/instructional materials
- Resolution for Attendance Awareness Month (September)

September 7, 2023

- Teaching and learning presentation - TBD
- Presentation and approval of year end unaudited actuals
- Renaissance Learning agreement renewal for 2023-24
- Discussion of October 19 Community Forum topic(s)
- Resolution Honoring Hispanic Heritage Month (September 15 - October 15)
- Resolution on GANN limit

September 21, 2023

- Teaching and learning presentation - TBD
- Update on enrollment for the 2023-24 school year
- Update on Safe School Plans
- Resolution honoring Filipino American History Month (October)
- Approval of the Board Governance calendar for 2023-24
- Resolution for California Week of the School Administrator (October)

SUMMARY OF BOARD DIRECTIVES

GOOD AND WELFARE

- Comments from Board Members and Superintendent

ADJOURNMENT

Pursuant to Government Code 54954.2, Individuals who need special assistance or a disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting, should contact Nalani Allen-Cantley, Senior Executive Assistant to the Superintendent, at least three working days prior to the meeting at (650) 877-8705. Notification in advance of this meeting will enable the District to make reasonable arrangements to ensure accessibility.

The agenda is available for review at the District's website: www.ssfusd.org (Click on *Board, Meetings*).

A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: ncantley@ssfusd.org

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs

Kevin Asbra, Principal South San Francisco High School

DATE: May 25, 2023

RE: Approval of Permission for a South San Francisco High School Students to Attend the National History Day Competition in Maryland, June 11 to June 15, 2023

BACKGROUND:

The purpose of this field trip is to give students the opportunity to compete in the National History Day Competition at the University of Maryland in College Park, Maryland. Students will be competing throughout the day on Sunday, June 11 through Thursday, June 15. The three students who are traveling are History Day State Champions and are eligible to compete at the national level in the Senior Group Documentary category. Air travel and hotel reservations will be made near the University of Maryland campus. Air travel and ground transportation (cab/rideshare/subway) will be used to transport the three students to the venue and hotel. Some parents of the students will accompany them. Ms. Rhonda Clements will also serve as the certificated teacher/ chaperone during the trip.

FISCAL IMPLICATIONS:

The estimated cost of the trip with three students attending is $7,480. This includes registration fees, lodging, transportation, and stipends. The chaperone per diem meal cost is not included and students will be responsible for all food and beverage costs. No student will be denied the opportunity to participate due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees grant permission for three SSFHS students the opportunity to compete at the National History Day Competition in Maryland on June 11 – 15, 2023.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish – Assistant Superintendent of Educational Services and Categorical Programs

Marco Lopez, Principal, Parkway Heights Middle School

DATE: May 25, 2023

RE: Approval for Parkway ASB Leadership Students to attend the Leadership Training in Anaheim, CA, on November 1-4, 2023

BACKGROUND:

The purpose of this trip is for Parkway Heights Middle School (PHMS) Leadership students to participate in "Disney's Youth Education Program" at Disneyland Park. The trip will take place November 1 through November 4, 2023. Students and staff will be transported to and from PHMS by chartered bus. 28 ASB students, 4 males and 24 females, will travel with 3 staff members, Vincent Salumbides, Deanna Moreno and Alma Martinez, along with 2 additional Human Resources cleared volunteers, TBD.

FISCAL IMPLICATIONS:

The cost of the trip will be covered by student participants, school ASB funds and fundraising. No ASB student will be denied the opportunity to participate due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve PHMS ASB students to travel to Anaheim, CA to attend "Disney's Youth Educational Program" at Disneyland Park, November 1-4, 2023.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish – Assistant Superintendent of Educational Services and Categorical Programs

James Briano, Principal, El Camino High School

DATE: May 25, 2023

RE: Approval for ECHS Students to Travel to Peru with Education First Tours on March 21 to April 5, 2024.

BACKGROUND:

The purpose of this field trip on March 21-April 2, 2024 is to provide students the opportunity to participate in learning experiences with Spanish-speaking communities in Peru, capitalize in traveling abroad and explore culture, and embrace five different cities and communities. Students will participate in an educational tour with the company, Education First (EF); they will have a tour director for the entire trip as well as a local guide at each city. This is the second time El Camino's World Language Department is embarking on this opportunity and our learning objectives. The Educational Tour is called the "Peru: Land of the Inca" and EF will provide all airfare, hotels, breakfast/dinner and tour excursions. Students are scheduled to visit Lima, Sacred Valley, Machu Picchu, Cuzco, and Iquitos. There will be no more than 40 students and 6 teacher/family chaperones. They will be traveling to Peru from San Francisco International Airport and EF provides all transportation and tour details.

Once the number of student M/F ratio and teacher M/F ratio is confirmed it will be shared prior to the March 2024 travel date.

FISCAL IMPLICATIONS:

All program fees including transportation, food and lodging are financed by the students, paid directly to Education First to make all arrangements. No child will be denied the opportunity to participate due to financial constraints.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve ECHS students to participate in the field trip to Peru departing March 21 and returning April 5, 2024.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs

DATE: May 25, 2023

RE: Approval of the Agreement with the San Mateo County Office of Education (SMCOE) for Center for Learning Data Sharing 4/1/23 - 6/30/23.

BACKGROUND:

The Center for Learning (CLA) aims to provide high quality services to SSFUSD and schools of San Mateo County that improve the use and analysis of analytics with the ultimate goal of improving the educational outcomes of students in mathematics, and in particular traditionally underserved students. To achieve this goal, the CLA shall provide services to assist the District with data collection, integration, governance, reporting, and analysis of staff and pupil records, which include any information related to staff or students maintained by the District. Services rendered under this MOU shall be referred to as “Math Learner Research Services”.

FISCAL IMPLICATIONS:

None

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the agreement with the SMCOE, Center for Learning Data Sharing through 6/30/23.

AGREEMENT
BETWEEN THE
SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS
AND THE
SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
REGARDING DATA SHARING SERVICES

1. **PARTIES:**
The parties to this Agreement are the San Mateo County Superintendent of Schools (Center for Learning Analytics), hereinafter referred to as "Superintendent" OR "CLA", and the South San Francisco Unified School District to be referred to as "District".

2. **EFFECTIVE DATES:**
This Agreement is effective April 1, 2023 through June 30, 2023.

3. **PURPOSE:**
The CLA aims to provide high quality services to the districts and schools of San Mateo County that improve the use and analysis of analytics with the ultimate goal of improving the educational outcomes of students in mathematics, and in particular traditionally underserved students. To achieve this goal, the CLA shall provide services to assist the District with data collection, integration, governance, reporting, and analysis of staff and pupil records, which include any information related to staff or students maintained by the District or by an authorized third party on behalf of the District, hereafter referred to as "Data". Services rendered under this MOU shall be referred to as "Math Learner Research Services".
The District may request in writing to participate in Math Learner Research Services. The Superintendent reserves the right to accept or deny any request for services. Any fees associated with Math Learner Research Services are the responsibility of the District.

4. **SUPERINTENDENT AND DISTRICT RESPONSIBILITIES:**

4.1. SUPERINTENDENT: The Superintendent will provide Math Learner Research Services in a timely and professional manner.

4.1.1. The Superintendent will ensure associated systems with Data have appropriate levels of security and legal compliance.
4.1.2. The Superintendent will ensure Data can only be viewed or accessed by agencies legally allowed to do so and as agreed upon by the District and SMCOE.
4.1.3. The Superintendent will provide and/or facilitate secure protocols for the transfer and sharing of data.

4.2. DISTRICT:

4.2.1. The District shall provide system access and/or Data extracts from the District's student information system at the end of each school year. Additional reports and/or extracts may be requested through mutual agreement between the parties.

4.2.2. The District shall provide information, and when appropriate assist in the facilitation, for the distribution and execution of learner surveys.

4.2.3. Data extracts will be provided through secure protocols.

4.2.4. The District will be responsible for providing additional information as needed to integrate the Data into the SMCOE repositories.

4.2.5. The District will be responsible for determining who will fulfill the following roles. Multiple roles may be fulfilled by the same person. The names of personnel fulfilling these roles needs to be communicated to SMCOE in writing:

4.2.5.1. Data Manager – Responsible for Data extracts and information requests.

4.2.5.2. Project Lead – Responsible for executing District responsibilities, designating access, revoking access, and maintaining District resources.

4.2.5.3. Instructional Lead – Responsible for supporting the purpose of the work.

4.2.5.4. Project Support – Accessing data and participating in the project.

4.2.6. The District will be responsible for providing SMCOE with any changes to personnel, third-parties, or subcontractors in writing.

5. DATA SHARING AND CONFIDENTIALITY OF STUDENT DATA:

Education Code section 49076(a)(2)(E) provides that a school district may release information from pupil records to "organizations conducting studies for, or on behalf of, educational agencies or institutions for purposes of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if the studies are conducted in a manner that will not permit the personal identification of pupils or their parents by persons other than representatives of the organizations, the information will be destroyed when no longer needed for the purpose for which it is obtained, and the organization enters into a written agreement with the educational agency or institution that complies with Section 99.31(a)(6) of Title 34 of the Code of Federal Regulations."

5.1. The parties acknowledge and agree that the data provided by the District may include certain Personally Identifiable Information, as such term is defined in the Family Education Rights and Privacy Act of 1974 at 20 U.S.C. 12.34(g) and regulations at 34 C.F.R. 99.3, and pupil records, as that term is defined in Cal. Education Code section 49061(b) ("Confidential Student Information").

5.2. The Superintendent agrees to protect Confidential Student Information from unauthorized disclosure and comply with all applicable confidentiality laws which may include but is not limited to the California Education Code and the Federal Family Education Rights and Privacy Act (FERPA) as set forth in this MOU. The Superintendent is responsible for complying with all District, Local, State and Federal applicable confidentiality laws and regulations. As such, the Superintendent will use the following protocols to protect the Confidential Student Information to be utilized in the delivery of services outlined in this Agreement:

5.2.1. The Superintendent shall protect Confidential Student Information by using the same degree of care, but not less than a reasonable degree of care, to prevent the unauthorized access to or use, dissemination, or disclosure of Confidential Student Information as it uses to protect its own confidential student information.

5.2.2. The Superintendent will ask the District to submit data files using a secure platform (such as ShareFile), so that only District staff and authorized SMCOE staff can see the contents of the files.

5.2.3. At no time will the Superintendent share or display to any unauthorized third party any Confidential Student Information, nor data at a level that could identify a student (for instance, data on "Indonesian" students when it is known that there are only two in the District).

5.2.4. The Confidential Student Information provided by the District pursuant to this Agreement shall be destroyed when no longer needed in support of Math Learner Research Services.

5.2.5. The Superintendent shall use Confidential Student Information only in support of Math Learner Research Services and shall not use such information for any other purposes without the prior written consent of the District.

6. Third-Party Agencies and Contractors:

Both parties may enter into separate data sharing agreements with public agencies, vendors, or outside professionals as needed to support Math Learner Research Services. These agreements will define the specific purposes of the data sharing and establish all appropriate and legally required security protocols for the transmission and use of these data. Both parties will ensure that all staff and third parties that receive confidential student information obtained under this Agreement, agree to the same restrictions and conditions that apply to Superintendent in this Agreement as well as all state and federal law governing such access.

7. PARTICIPATING DISTRICTS:

The District agrees to share Confidential Student Information with other Districts participating in Math Learner Research Services under the following conditions:

7.1. The student was at one point enrolled in the receiving District in the past or the student is pre-enrolled in a District to attend in the future.

7.2. The District maintains shared Data in compliance with all provisions of this MOU.

7.3. Notwithstanding the foregoing, in no event is information Confidential Student Information if it (a) was lawfully in the possession of the Superintendent or the CLA before receipt from the District; (b) is or becomes publicly available through no fault of the Superintendent or the ELSS; (c) is received by the Superintendent or the ELSS, without restriction as to further disclosure, from a third party having an apparent bona fide right to disclose the information to the Superintendent or the ELSS; or (d) is independently developed by the Superintendent or the ELSS without use of the Confidential Student Information.

8. RENEWAL OF AGREEMENT:

If not updated by July 1 of each year, this agreement will continue to remain in force and govern all services for that fiscal year until and unless terminated per Paragraph 9 of this agreement.

9. TERMINATION:

Either party may terminate this Agreement upon ninety (90) days' written notice.

All correspondence, notices, claims, etc. will be sent to the following persons and addresses:

FOR THE County Superintendent	Jared Prolo, Executive Director Curriculum & Instruction/Center for Learning Analytics San Mateo County Office of Education 101 Twin Dolphin Drive Redwood City, CA 94065-1064 (650) 802-5356 jprolo@smcoe.org
FOR THE Delegate Agency *Please write-in*	_____ Name _____ Title _____ Street Address _____ City, State, Zip _____ Phone Number _____ Email Address

IN WITNESS WHEREOF, the parties agree to this Agreement to be executed by their duly authorized officers.

SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS	SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
_____ Signature	_____ Signature
Kevin Bultema, Deputy Superintendent	
_____ Date	_____ Date

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT

It is recommended that the following Classified Personnel items be approved:

EMPLOYMENT

Demartini, Gina, Administrative Assistant – Bond Program, District Office/Facilities, 3.75 hours per day, Range 37, step 5, effective May 4, 2023.

REINSTATEMENT

Manzanares, Francisco, Custodian II, Alta Loma Middle School, 8.0 hours per day, Range 36, Step 5, effective May 8, 2023.

ADMINISTRATIVE TRANSFER

EIN 7775, Custodian II, Alta Loma Middle School to Martin Elementary School, 8.0 hours per day, Range 36, Step 5, effective May 1, 2023.

SALARY RANGE CORRECTION

Marcelino, Joanna, Senior Office Assistant, District Office, 7.5 hours per day, Range 38 to Range 37, Step 5, effective May 5, 2023.

DeMartini, Gina, Senior Office Assistant, District Office, 3.75 hours per day, Range 38 to Range 37, Step 5, effective May 5, 2023.

RESIGNATION

Martin, Samantha, Office Assistant, Hillside Preschool, 4.0 hours per day, Range 30, Step 5, effective June 30, 2023.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

Ryan Sebers, Director, Student Services

DATE: May 25, 2023

RE: Destruction of Class 3 Disposable Records

BACKGROUND:

Each year records are reviewed and destroyed as appropriate according to the age of the records.

FISCAL IMPLICATIONS:

None. This is an annual task within the regular scope of staff responsibilities.

RECOMMENDATION:

That the destruction of Class 3 disposable records for the years prior to the 2018-2019 school year be approved as follows:

Grades K –12	Cumulative records of students who have left the district and have not been requested within the last three years.
Grades K –12	All Special Education records of students who have left the District and have not been requested within the last three years.*

	*Exception: If a student continues receiving services until his/her 22nd birthday, those records can be destroyed when the student reaches age 25.
Grades 7 – 12	Teachers' grade books
Grades 7 – 12	Student discipline records, attendance folders, counseling folders, emergency cards, and health cards.

The following records have been reclassified from 2-optional to Class 3-Disposable Records and are to be destroyed:

Psychological folders on students who have reached 22 years of age, as of August 30, 2020.

Welfare and Attendance folders of students who have reached 18 years of age as of June 1, 2020.

Student permanent records that have been scanned (PDF), microfilmed, or microfiched.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Purchase Order Listing – March 1 to March 31, 2023

BACKGROUND:

The attached report shows the total amount of all Purchase Orders, Change Orders and Printed Instructional Material Orders processed between March 1 to March 31, 2023 for the 2022-23 Fiscal Year.

FISCAL IMPLICATIONS:

These Purchase Orders and Change Orders represent the potential commitment and encumbrances during the period covered. Staff has obtained terms and conditions in dealing with accredited vendors.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached Purchase Order Listing.

P.O.	Vendor	Description	Account	Amount
232276	2ND GEAR	Refurb Laptops	01-0000-0-0000-2424-4320-090-735	1,412.86
232293	AAA FIRE PROTECTION SERVICES	Fire Protection	01-0000-0-0000-8200-5899-011-760	11,144.32
232286	ACADEMIC THERAPY PUBLICATIONS	Grade Level Books	01-0801-0-1110-1000-4200-013-123	12,260.00
232234	ACSA'S FOUNDATION FOR EDUCATIO	ACSA Region 5 Award Ceremony	01-0000-0-0000-7110-5899-090-713	300.00
232234	ACSA'S FOUNDATION FOR EDUCATIO	ACSA Region 5 Award Ceremony	01-0000-0-0000-7150-5899-090-714	150.00
232145	ADVIRO	Environmental Consultant	01-0000-0-0000-8200-5899-090-760	990.50
232127	AMAZON.COM	Toner	01-0000-0-0000-2700-4320-090-762	86.02
232129	AMAZON.COM	Gloves	01-0000-0-1110-1000-4320-007-070	240.27
232130	AMAZON.COM	Talent Show	01-0000-0-1110-1000-4320-008-070	107.93
232131	AMAZON.COM	Replacement Battery	01-0000-0-0000-2424-4320-090-735	36.25
232155	AMAZON.COM	Supplies	01-8150-0-0000-8110-4320-090-741	157.12
232156	AMAZON.COM	Voice Amplifiers	01-3010-0-1110-1000-4320-008-301	192.23
232163	AMAZON.COM	Supplies for testing, general office and counseling	01-0000-0-1110-1000-4320-032-070	325.30
232163	AMAZON.COM	Supplies for testing, general office and counseling	01-9218-0-1110-1000-4320-032-356	964.45
232166	AMAZON.COM	Supplies	01-0000-0-3200-1000-4320-031-070	654.36
232167	AMAZON.COM	Mechanical Supplies	01-8150-0-0000-8110-4320-090-741	522.58
232168	AMAZON.COM	Math TOSA Resource	01-0000-0-0000-2100-4200-090-762	496.09
232170	AMAZON.COM	Classroom Supplies	01-0000-0-1110-1000-4320-008-070	143.75
232173	AMAZON.COM	Network Device - Fiber Media Converter	01-0000-0-0000-2424-4320-090-735	219.73
232174	AMAZON.COM	Classroom Supplies	01-0000-0-1110-1000-4320-002-070	202.20
232175	AMAZON.COM	Ethic Studies Book	01-7810-0-1110-1000-4200-090-365	33.99
232177	AMAZON.COM	Supplies	01-0000-0-1110-1000-4320-002-070	305.79
232178	AMAZON.COM	Supplies	01-0000-0-1110-1000-4200-033-070	313.79
232197	AMAZON.COM	Classroom Supplies	01-0000-0-1110-1000-4320-012-070	387.01
232198	AMAZON.COM	School Supplies	01-0000-0-1110-1000-4320-021-070	142.66
232209	AMAZON.COM	Classroom Supplies	01-0000-0-1110-1000-4320-008-070	200.70
232213	AMAZON.COM	ELD Books	01-0801-0-1110-1000-4200-022-123	149.34
232217	AMAZON.COM	Headphones, Lamps and Chargers	01-0000-0-1110-1000-4320-013-070	2,220.31
232225	AMAZON.COM	Classroom Supplies	01-0000-0-1110-1000-4320-002-070	58.55
232227	AMAZON.COM	Toner	01-0000-0-1110-1000-4320-033-070	95.58
232232	AMAZON.COM	Gym Mats	01-0000-0-1110-1000-4320-025-070	263.70
232235	AMAZON.COM	Tissue	01-0000-0-0000-7350-4320-090-717	91.39
232238	AMAZON.COM	Library	01-0000-0-1110-2421-4200-022-451	134.74
232238	AMAZON.COM	Library	01-0000-0-1110-2421-4320-022-451	30.97
232239	AMAZON.COM	Tech Parts	01-0000-0-0000-2424-4320-090-735	39.39
232247	AMAZON.COM	Books	01-0000-0-3200-1000-4200-031-070	457.79
232247	AMAZON.COM	Books	01-0000-0-3200-1000-4320-031-070	21.06

P.O.	Vendor	Description	Account	Amount
232248	AMAZON.COM	Replacement Items	01-0000-0-1110-1000-4320-014-070	35.13
232253	AMAZON.COM	Office Equipment	01-0000-0-0000-2424-4320-090-735	180.76
232255	AMAZON.COM	Culinary Arts Supplies	01-6388-0-3800-1000-4320-032-318	2,345.66
232255	AMAZON.COM	Culinary Arts Supplies	01-6388-0-3800-1000-4420-032-318	719.93
232257	AMAZON.COM	Toner	01-0000-0-1110-1000-4320-033-070	510.98
232259	AMAZON.COM	Ethic Studies Book	01-7810-0-1110-1000-4200-090-365	35.09
232278	AMAZON.COM	Shelving Unit	01-0000-0-0000-2424-4320-090-735	88.95
232289	AMAZON.COM	Custodial Supplies	01-0000-0-0000-8200-4320-006-759	186.78
232290	AMAZON.COM	Office Supplies	01-0000-0-1110-1000-4320-006-070	327.41
232298	AMAZON.COM	CTE Construction Class	01-6388-0-3800-1000-4320-090-318	114.27
232316	AMAZON.COM	Office Supplies	01-0000-0-1110-1000-4320-006-070	1,063.02
232317	AMAZON.COM	Classroom Supplies	01-0801-0-1110-1000-4320-013-180	121.34
232150	APPLE COMPUTER INC	Apple TV	01-0000-0-1110-1000-4320-032-070	163.71
232254	APPLE COMPUTER INC	MacBook Repair	01-0000-0-0000-2424-5600-090-735	299.00
232279	APPLE COMPUTER INC	MacBook Repair	01-0000-0-0000-2424-5600-090-735	99.00
232296	APPLE COMPUTER INC	Apple TV	01-0000-0-1110-1000-4320-009-070	163.71
232297	APPLE COMPUTER INC	Power Adapters	01-0000-0-0000-2424-4320-090-735	329.46
232182	APPLE INC	Technology	01-3213-0-3200-1000-4320-031-439	963.57
232258	ARBORTECH TREE CARE INC	Tree Removal	01-8150-0-0000-8110-5899-090-741	3,120.00
232288	ARBORTECH TREE CARE INC	Tree Removal	01-8150-0-0000-8110-5899-090-741	3,600.00
232160	AVID TRANSLATION	Translation Services	01-0801-0-1110-1000-5899-014-123	220.00
232284	B & H PHOTO-VIDEO INC	Supplies for Photo Class	01-6388-0-3800-1000-4320-032-318	39.51
232284	B & H PHOTO-VIDEO INC	Supplies for Photo Class	01-6388-0-3800-1000-4420-032-318	1,206.43
232265	BAY AREA BIOSCIENCE EDUCATION	Biotech Supplies	01-9010-0-1110-1000-4320-090-360	499.93
232269	BOOKSOURCE	Booksource Books	01-0801-0-1110-1000-4200-013-123	1,103.91
232303	BRONSTEIN MUSIC	Music Instruments	01-0801-0-1110-1000-4320-033-180	671.24
232303	BRONSTEIN MUSIC	Music Instruments	01-0801-0-1110-1000-4420-033-180	2,964.43
232204	CALIFORNIA ACADEMY OF SCIENCES	Field Trip	01-3213-0-1110-1000-5815-025-439	788.70
232219	CALIFORNIA SCHOOL BOARDS ASSOC	CSBA Workshop	01-0000-0-0000-7150-5210-090-714	3,409.82
232133	CBF INC.	Solar Reconnection Project	01-0000-0-0000-2424-5899-090-735	21,239.00
232181	CDW GOVERNMENT INC	Technology	01-3213-0-1110-1000-4420-031-439	949.63
232287	CDW GOVERNMENT INC	Projector	01-3010-0-1110-1000-4420-013-301	2,732.18
232305	CDW GOVERNMENT INC	Replacement TV	01-0000-0-0000-2424-4420-090-735	704.62
232161	CLOSE UP FOUNDATION	Registration	01-0801-0-1110-1000-5210-033-180	1,250.00
232214	CLOSE UP FOUNDATION	Student Registration	01-0801-0-1110-1000-5899-033-180	1,650.00
232261	COLLEGE OF SAN MATEO	Scholarship	01-9221-0-1110-1000-5880-032-356	1,000.00
232295	CONSOLIDATED PLASTICS CO INC	Floor Mats	01-0000-0-0000-8200-4320-009-759	256.01

P.O.	Vendor	Description	Account	Amount
232211	CRESCENDO EDUCATION GROUP LLC	Grading for Equity Training	01-6266-0-1110-1000-5210-090-341	2,988.00
232272	CRYSTAL COMMUNICATIONS	Walkie Talkie Replacements	01-0000-0-1110-1000-4320-013-070	6,268.83
232180	CRYSTAL PRODUCTIONS	Communications Equipment	01-0000-0-1110-1000-4320-033-070	636.45
232222	CYO TRANSPORTATION SERVICES	Field Trip	01-3010-0-1110-1000-5821-008-301	961.00
232230	CYO TRANSPORTATION SERVICES	Outdoor Education Transportation	01-0000-0-1110-1000-5821-090-764	2,000.00
232230	CYO TRANSPORTATION SERVICES	Outdoor Education Transportation	01-3010-0-1110-1000-5821-013-301	1,410.00
232252	DAN'S DRILLING & FENCING INC.	Fencing	01-8150-0-0000-8110-5899-007-741	1,942.00
232171	DEMCO INC.	Library Supplies	01-0000-0-1110-2421-4320-010-451	565.94
232215	DEMCO INC.	Library Supplies	01-0000-0-1110-2421-4320-022-451	600.09
232231	DEMCO INC.	Supplies	01-0000-0-1110-1000-4320-033-070	348.97
232251	DEMCO INC.	Library Supplies	01-0000-0-1110-2421-4320-006-451	447.48
232221	DISCOUNTMUGS	Awards Night Mugs	01-9012-0-1110-1000-4320-025-356	1,115.02
232132	DOCUMENT TRACKING SERVICES-DTS	Document Tracker	01-0000-0-0000-3900-5813-090-305	9,656.00
232205	EXPLORATORIUM	Field Trip	01-3213-0-1110-1000-5815-025-439	570.00
232212	EXPRESS MEDALS LLC	Awards	01-9219-0-1208-1000-4320-032-356	400.00
232190	FINISON, ELIZABETH	Author Visit	01-9010-0-1110-1000-5899-013-356	225.00
232285	FLYLEAF PUBLISHING LLC	Classroom Sets	01-3010-0-1110-1000-4200-013-301	14,979.35
232184	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-123	424.43
232184	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-180	424.45
232185	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-123	423.46
232185	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-180	423.47
232186	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-123	264.08
232186	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-180	264.09
232187	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-123	329.46
232187	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-180	329.46
232229	FOLLETT CONTENT SOLUTIONS	Library Books	01-0000-0-1110-2421-4200-007-070	3.05
232229	FOLLETT CONTENT SOLUTIONS	Library Books	01-0000-0-1110-2421-4200-007-451	43.03
232267	FOLLETT CONTENT SOLUTIONS	English Books	01-0000-0-1110-1000-4200-021-070	83.29
232267	FOLLETT CONTENT SOLUTIONS	English Books	01-0801-0-1110-1000-4200-021-123	83.28
232207	FOLLETT SCHOOL SOLUTIONS INC	Library Books	01-0000-0-1110-2421-4200-008-451	173.17
232223	FOLLETT SCHOOL SOLUTIONS INC	Library Books	01-0801-0-1110-1000-4320-022-123	1,800.00
232223	FOLLETT SCHOOL SOLUTIONS INC	Library Books	01-3010-0-1110-1000-4320-022-301	1,800.00
232143	FREESTYLE PHOTOGRAPHIC SUPPLIE	Photo Supplies	01-6388-0-3800-1000-4320-033-318	580.73
232236	GRAINGER	Warehouse inventory restock	01-0000-0-0000-0000-9320-000	186.96
232137	HAUTAU, PATRICK G	Consultant	01-6388-0-3800-3900-5801-033-318	16,720.00
232194	HERFF JONES	Diplomas, Caps & Gowns	01-6500-0-5760-1190-4320-041-212	154.92
232309	IDEAL RESTORATION INC	Restoration	01-8150-0-0000-8110-5899-033-741	14,998.00

P.O.	Vendor	Description	Account	Amount
232128	IT MANAGEMENT CORP	Support Renewal Contract	01-0000-0-0000-2424-5899-090-735	5,637.60
232266	KAUFMANN'S CAMERAS	Photo Supplies	01-6388-0-3800-1000-4320-032-318	1,326.86
232280	KELLY SPICERS FACILITIES	Paper	01-0000-0-1110-1000-4320-009-070	2,662.37
232172	KELLY SPICERS INC.	Office Supplies	01-0000-0-1110-1000-4320-006-070	2,507.16
232277	KELLY SPICERS INC.	Copy Paper	01-0000-0-1110-1000-4320-008-070	2,007.97
232142	LAKESHORE	Supplies	01-0000-0-1110-1000-4320-002-070	164.71
232144	LAKESHORE	Classroom Support Supplies	01-0000-0-1110-1000-4320-002-070	276.60
232183	LAKESHORE	Classroom Supplies	01-0000-0-1110-1000-4320-002-070	168.29
232246	LAKESHORE	Replacement Items	01-0000-0-1110-1000-4320-014-070	282.37
232147	LEXIA LEARNING	Subscription	01-0801-0-1110-1000-5813-006-123	2,000.00
232268	LITERACY RESOURCES LLC	Kinder Curriculum	01-0801-0-1110-1000-4320-013-123	586.73
232299	LOWE'S BUSINESS ACCOUNT	CTE Construction Class	01-6388-0-3800-1000-4320-090-318	101.01
232282	MARENEM INC.	Secret Stories	01-0801-0-1110-1000-4320-013-123	1,024.92
232224	MARIACHI CONNECTION, THE	Mariachi Class Supplies	01-0801-0-1110-1000-4320-022-123	104.78
232199	MCGRAW-HILL COMPANIES, THE	Approved Textbooks, Wonders K-5	01-0000-0-1110-1000-4100-090-317	1,447.05
232134	MYBINDING.COM	Electric Paper Cutter	01-0801-0-1110-1000-4420-032-180	4,094.63
232283	NATIONAL PEN COMPANY	Student Drawstring Bags	01-3010-0-1110-1000-4320-008-301	289.27
232206	OAKLAND ZOO	Field Trip	01-3213-0-1110-1000-5815-025-439	954.00
232152	OFFICE DEPOT INC	Toner	01-0000-0-1110-1000-4320-008-070	516.94
232165	OFFICE DEPOT INC	Chair	01-0000-0-1110-1000-4320-010-070	161.56
232169	OFFICE DEPOT INC	Office Supplies	01-0000-0-0000-7150-4320-090-714	120.24
232226	OFFICE DEPOT INC	Classroom Supplies	01-0000-0-1110-1000-4320-022-070	80.21
232226	OFFICE DEPOT INC	Classroom Supplies	01-0801-0-1110-1000-4320-022-123	268.33
232226	OFFICE DEPOT INC	Classroom Supplies	01-3010-0-1110-1000-4320-022-301	268.34
232243	OFFICE DEPOT INC	General Office Supplies	01-0801-0-1110-1000-4320-032-180	85.82
232249	OFFICE DEPOT INC	Office Supplies	01-0000-0-1110-1000-4320-014-070	114.83
232264	OFFICE DEPOT INC	School Supplies	01-0000-0-1110-1000-4320-013-070	199.08
232274	OFFICE DEPOT INC	Office Supplies	01-0000-0-0000-7150-4320-090-714	160.86
232275	OFFICE DEPOT INC	Office Supplies	01-0000-0-0000-7350-4320-090-717	132.37
232294	OFFICE DEPOT INC	Supplies	01-0000-0-1110-1000-4320-009-070	1,309.37
232301	OFFICE DEPOT INC	Paper	01-0801-0-1110-1000-4320-032-180	999.86
232304	OFFICE DEPOT INC	Manila Envelopes, Toner, Caution Tape	01-0801-0-1110-1000-4320-025-180	1,352.26
232149	OFFICE DEPOT/BUSINESS SERVICE	Office Supplies	01-0000-0-0000-7400-4320-090-715	118.85
232149	OFFICE DEPOT/BUSINESS SERVICE	Office Supplies	01-0000-0-0000-7400-4322-090-715	65.96
232193	OFFICE DEPOT/BUSINESS SERVICE	File Cabinets	01-0000-0-0000-7400-4420-090-715	2,501.26
232233	OFFICE DEPOT/BUSINESS SERVICE	Office supplies	01-0000-0-0000-7400-4320-090-716	245.39
232241	OFFICE DEPOT/BUSINESS SERVICE	Supplies for Books	01-0000-0-1110-1000-4320-021-070	372.67

P.O.	Vendor	Description	Account	Amount
232241	OFFICE DEPOT/BUSINESS SERVICE	Supplies for Books	01-0801-0-1110-1000-4320-021-123	372.68
232210	ORELLANA, KYANA	Musician for Fall Musical	01-0801-0-1110-1000-5899-032-180	400.00
232157	PAUL H. BROOKES PUBLISHING CO.	Book and Guide	01-3308-0-5730-1110-4320-005-205	223.49
232244	PDX READING SPECIALIST LLC	Book Order	01-3010-0-1110-1000-4200-013-301	8,995.48
232151	PROTECH	Environmental Testing	01-8150-0-0000-8110-5899-033-741	6,450.00
232292	PROTECH	Consulting & Engineering	01-8150-0-0000-8110-5899-032-741	2,520.00
232262	REALLY GREAT READING	Reading Subscriptions	01-0000-0-1110-1000-5813-002-070	760.00
232302	REGENTS OF THE UNIVERSITY, THE	Exhibit Experience	01-3213-0-1110-1000-5815-025-439	520.00
232146	RUSSELL SIGLER INC.	Open P.O. - Heating Supplies	01-8150-0-0000-8110-4320-090-741	1,500.00
232237	SACRAMENTO COUNTY OFFICE OF ED	Registration	01-0000-0-1110-1000-5899-033-070	1,365.00
232203	SAN FRANCISCO GIANTS	Mini Course Field Trip	01-3213-0-1110-1000-5815-025-439	900.00
232202	SAN MATEO UNION HIGH DISTRICT	Transportation Services	01-3213-0-1110-1000-5821-025-439	4,403.00
232250	SAN MATEO UNION HIGH DISTRICT	Outdoor Ed Bus	01-0000-0-1110-1000-5821-090-764	2,000.00
232154	SAVVAS LEARNING COMPANY LLC	Math XL	01-0000-0-1110-1000-5813-090-317	14,025.00
232191	SCHOLASTIC INC	Library Books	01-0000-0-1110-2421-4200-013-451	268.27
232271	SCHOLASTIC INC	Classroom Books	01-0000-0-1110-1000-4200-010-070	342.22
232148	SCHOOL SPECIALTY LLC	Supplies	01-0000-0-1110-1000-4320-010-070	542.55
232158	SCHOOL SPECIALTY LLC	Soccer Balls	01-3010-0-1110-1000-4320-007-301	292.64
232220	SCHOOL SPECIALTY LLC	Awards Night Certificates	01-9012-0-1110-1000-4320-025-356	1,017.15
232273	SCHOOL SPECIALTY LLC	School Supplies	01-0000-0-1110-1000-4320-010-070	442.66
232306	SOUTH CITY LUMBER & SUPPLY	CTE Construction Class	01-6388-0-3800-1000-4320-090-318	10,631.29
232228	SOUTHWEST BINDING & LAMINATING	School Supplies	01-0000-0-1110-1000-4320-010-070	354.07
232216	STAPLES ADVANTAGE	Office Supplies	01-0000-0-1110-1000-4320-013-070	318.27
232162	SUPERIOR PRESS	Checks and Deposit Slips	01-0000-0-1110-1000-4320-032-070	143.95
232270	TEACHERS PAY TEACHERS	Secret Stories	01-0801-0-1110-1000-5813-013-123	342.99
232300	TEACHERS PAY TEACHERS	Guided Phonics	01-0801-0-1110-1000-5813-013-123	77.99
232281	TIDMORE FLAGS	Flags	01-0000-0-1110-1000-4320-009-070	121.73
232159	TOUCHLINE SOFTWARE INC.	Quick Permit Software Renewal	01-0801-0-1110-1000-5813-032-180	450.00
232242	TREETOP PRODUCTS INC.	Outdoor Student Support	01-9010-0-1110-1000-4420-002-356	937.14
232200	UNITED COACH TOURS	Passenger Coach Buses	01-3213-0-1110-1000-5821-025-439	5,034.00
232208	UNITED COACH TOURS	Charter Bus	01-6387-0-3800-1000-5821-033-CIG	1,309.00
232245	UNITED COACH TOURS	Transportation	01-0801-0-1110-1000-5821-032-180	1,142.00
232263	UNITED RENTALS	Employee Lift Training	01-8150-0-0000-8110-5899-090-741	5,745.60
232140	VIA HEART PROJECT	CPR/AED Training	01-0000-0-0000-3900-5899-090-103	12,800.00
232312	VIRCO INC	Mechanical Supplies	01-8150-0-0000-8110-4320-090-741	296.42
232307	WEINGARTEN CHILDREN'S CENTER	NPS Student Placement	01-6500-0-5760-1180-5870-090-230	27,812.00
232307	WEINGARTEN CHILDREN'S CENTER	NPS Student Placement	01-6500-0-5760-1180-5880-090-230	26,580.00

P.O.	Vendor	Description	Account	Amount
232240	WWW.BANNERBUZZ.COM	Award's Night Material	01-0000-0-1110-1000-5810-021-070	445.96
232256	YOUNG AUDIENCES OF NORTHERN	STEAM: Young Audiences of Northern California	01-3216-0-1110-1000-5899-090-600	280,000.00
232189	YOUR PARTY RENTAL COMPANY	Rental of Chairs and Tables	01-0000-0-0000-7150-5600-090-714	1,889.00
	TOTAL FUND 01			**633,811.43**
232218	AMAZON.COM	Voice Amplifier	11-6391-0-4110-2490-4320-041-481	289.87
232194	HERFF JONES	Diplomas, Caps & Gowns	11-0000-0-4110-1000-4320-041-480	80.46
232194	HERFF JONES	Diplomas, Caps & Gowns	11-6391-0-4110-2490-4320-041-481	2,991.65
232260	QUIA SUBSCRIPTIONS	QUIA Subscriptions	11-6391-0-4110-2700-5813-041-480	198.00
232188	SSF CHAMBER OF COMMERCE	Annual Membership	11-6391-0-4110-2490-5300-041-481	300.00
	TOTAL FUND 11			**3,859.98**
232176	AMAZON.COM	Classroom/Site Supplies	12-6105-0-8535-1000-4320-045-835	115.15
232176	AMAZON.COM	Classroom/Site Supplies	12-9010-0-8533-1000-4320-045-833	115.15
232192	DAVID GRANT INC.	NOHO CARE Software-Annual User	12-6105-0-8510-1000-5813-045-830	423.50
232192	DAVID GRANT INC.	NOHO CARE Software-Annual User	12-6105-0-8535-1000-5813-045-835	423.50
232192	DAVID GRANT INC.	NOHO CARE Software-Annual User	12-9010-0-8533-1000-5813-045-833	423.50
232192	DAVID GRANT INC.	NOHO CARE Software-Annual User	12-9302-0-8510-1000-5813-045-LIFT	423.50
232141	KELLY SPICERS STORES	Office Paper	12-6105-0-8510-1000-4320-045-830	202.72
232141	KELLY SPICERS STORES	Office Paper	12-6105-0-8535-1000-4320-045-835	202.72
232141	KELLY SPICERS STORES	Office Paper	12-9010-0-8533-1000-4320-045-833	202.72
232135	LAKESHORE	Site Material/Supplies	12-6105-0-8535-1000-4320-045-835	0.00
232135	LAKESHORE	Site Material/Supplies	12-6105-0-8535-1000-4420-045-835	0.00
232135	LAKESHORE	Site Material/Supplies	12-9010-0-8535-1000-4320-045-848	659.62
232135	LAKESHORE	Site Material/Supplies	12-9010-0-8535-1000-4420-045-848	1,333.99
232136	LAKESHORE	Site Material/Supplies	12-6105-0-8535-1000-4320-045-835	0.00
232136	LAKESHORE	Site Material/Supplies	12-6105-0-8535-1000-4420-045-835	0.00
232136	LAKESHORE	Site Material/Supplies	12-9010-0-8533-1000-4320-045-833	1,795.74
232136	LAKESHORE	Site Material/Supplies	12-9010-0-8533-1000-4420-045-833	3,127.26
232138	LAKESHORE	Site Material/Supplies	12-6105-0-8535-1000-4320-045-835	0.00
232138	LAKESHORE	Site Material/Supplies	12-9010-0-8533-1000-4320-045-833	262.13
232138	LAKESHORE	Site Material/Supplies	12-9010-0-8535-1000-4320-045-848	4,345.26
232139	LAKESHORE	Site Material/Supplies	12-6105-0-8535-1000-4320-045-835	0.00
232139	LAKESHORE	Site Material/Supplies	12-6105-0-8535-1000-4420-045-835	0.00
232139	LAKESHORE	Site Material/Supplies	12-9010-0-8533-1000-4320-045-833	1,780.51
232139	LAKESHORE	Site Material/Supplies	12-9010-0-8533-1000-4420-045-833	3,034.36
232195	LOPEZ, CARLOS G.	Class Assessments	12-6105-0-8535-1000-5801-045-835	3,200.00
232195	LOPEZ, CARLOS G.	Class Assessments	12-9010-0-8533-1000-5801-045-833	3,200.00
232164	OFFICE DEPOT INC	Receipt Books	12-9010-0-8530-1000-4320-045-832	142.83

P.O.	Vendor	Description	Account	Amount
232196	OFFICE DEPOT INC	Classroom/Office Supplies	12-6105-0-8510-1000-4320-045-830	359.18
232196	OFFICE DEPOT INC	Classroom/Office Supplies	12-6105-0-8535-1000-4320-045-835	359.18
232196	OFFICE DEPOT INC	Classroom/Office Supplies	12-9010-0-8533-1000-4320-045-833	359.18
232201	OFFICE DEPOT INC	Supportive Materials	12-9302-0-8510-1000-4320-005-LIFT	737.39
	TOTAL FUND 12			**27,229.09**
232179	AMAZON.COM	Oven Mitts	13-5310-0-0000-3700-4340-090-820	110.97
232153	GRAINGER (BRANCH 729)	First Aid Kits	13-5310-0-0000-3700-4320-090-820	31.97
232314	QUALITYIMPRINT	Aprons	13-5310-0-0000-3700-4320-090-820	1,819.79
232315	REFRIGERATION SUPPLIES	Compressor for Refrigeration	13-5310-0-0000-3700-4320-090-820	19,992.86
	TOTAL FUND 13			**21,955.59**
232311	CBF INC.	Electric Vehicles	40-9010-0-0000-8500-6270-090-932	86,018.00
232308	HAMILTON & AITKEN ARCHITECTS	Architectural Services	40-9010-0-0000-8500-6210-009-954	1,813.00
232308	HAMILTON & AITKEN ARCHITECTS	Architectural Services	40-9010-0-0000-8500-6210-012-954	1,813.00
232308	HAMILTON & AITKEN ARCHITECTS	Architectural Services	40-9010-0-0000-8500-6210-021-954	1,813.00
232291	HAMMACK, BRETT	DSA Inspector	40-9010-0-0000-8500-6285-032-929	9,999.00
232313	HCI SYSTEMS INC.	Fire Safety - System Integration	40-9010-0-0000-8500-6270-011-939	95,062.00
232310	PROTECH	Consulting & Engineering	40-9010-0-0000-8500-6210-009-954	8,320.00
232310	PROTECH	Consulting & Engineering	40-9010-0-0000-8500-6210-012-954	8,320.00
232310	PROTECH	Consulting & Engineering	40-9010-0-0000-8500-6210-021-954	8,320.00
	TOTAL FUND 40			**221,478.00**
	TOTAL # OF PURCHASE ORDERS	**191**	**TOTAL P.O. AMOUNT**	**908,334.09**
PURCHASE ORDERS BY FUND:				
1	GENERAL FUND	$ 633,811.43		
11	ADULT EDUCATION FUND	$ 3,859.98		
12	CHILD DEVELOPMENT FUND	$ 27,229.09		
13	FOOD SERVICE	$ 21,955.59		
14	DEFERRED MAINTENANCE			
21	BOND			
25	CAPITAL FACILITIES			
35	MODERNIZATION FUND			
40	SPECIAL RESERVE	$ 221,478.00		
73	FOUNDATION TRUST FUND			
	TOTAL PUCHASE ORDERS	**$ 908,334.09**		
CHANGE ORDERS:				
231832	ACT ENVIRO	Hazardous Waste	01-8150-0-0000-8110-5860-090-741	1,500.00
230059	ASSETGENIE INC	Chromebook - Repair Parts	01-0000-0-0000-2424-4320-090-735	900.00
230383	AVID TRANSLATION	Open P.O. - Translations	01-0801-0-1110-1000-5899-021-180	-1,500.00

P.O.	Vendor	Description	Account	Amount
230621	C & L SPORTING GOODS	Open P.O. Sporting Equipment/Grounds Supplies	01-8150-0-0000-8110-4320-090-741	2,500.00
230057	CBF INC.	Data/Electrical Cabling Install & Repairs	01-0000-0-0000-2424-5600-090-735	38,500.00
231104	EXPERIENCE JANITORIAL INC.	Janitorial Services	01-0000-0-0000-8200-5899-007-760	12,000.00
231104	EXPERIENCE JANITORIAL INC.	Janitorial Services	01-0000-0-0000-8200-5899-008-760	4,000.00
231104	EXPERIENCE JANITORIAL INC.	Janitorial Services	01-0000-0-0000-8200-5899-013-760	4,000.00
231104	EXPERIENCE JANITORIAL INC.	Janitorial Services	01-0000-0-0000-8200-5899-033-760	12,000.00
232041	EXPLORELEARNING LLC	Science ECHS Gizmos	01-9010-0-1110-1000-5813-090-053	-57.50
230684	GOW SUPPLY COMPANY	Open P.O. Sheet Metal Supplies	01-8150-0-0000-8110-4320-090-741	1,500.00
231234	HILLYARD INC	Custodial Supplies	01-0000-0-0000-8200-4320-014-759	1,800.00
230451	HOME DEPOT CREDIT SERVICES	Open P. O. - Misc. Supplies and Tools	01-8150-0-0000-8110-4320-090-741	7,500.00
230122	J.W. PEPPER & SON INC	Open P.O. - Band Instructional	01-0000-0-1227-1000-5813-033-070	50.00
230522	KBA DOCUSYS INC	B/W Copies Overage / Color Copies	01-0000-0-1110-1000-5600-090-722	2,000.00
232077	MUSIC FOR MINORS INC.	Music	01-9010-0-1110-1000-5899-013-356	1,417.00
231862	NICOLE ANDERSON & ASSOCIATES	Educational Equity Consulting	01-0000-0-0000-7150-5801-090-714	-3,800.00
230500	P G & E	Open P.O. for Gas and Electric	01-0000-0-0000-8200-5510-090-760	252,000.00
230616	R & H WHOLESALE SUPPLY INC	Open P.O. Locksmith Supplies	01-8150-0-0000-8110-4320-090-741	8,500.00
230324	ROBERT HALF TECHNOLOGY	HR Staffing	01-0000-0-0000-7490-5899-090-716	5,000.00
231431	SCOOT EDUCATION INC.	Services for Substitute Staff	01-0000-0-0000-7400-5899-090-715	160,000.00
230604	STEWART CHEVROLET	Open P. O. - Vehicle Maintenance	01-8150-0-0000-8110-4320-090-741	8,500.00
231432	SWING EDUCATION INC.	Services for Substitute Teachers	01-0000-0-0000-7400-5899-090-715	100,000.00
231322	TOCCATA VENTURES INC.	Open P.O. for Metal Products	01-8150-0-0000-8110-4320-090-741	3,000.00
230432	UNITED COACH TOURS	Transportation for Students	01-0801-0-1110-1000-5821-032-180	17,105.00
230432	UNITED COACH TOURS	Transportation for Students	01-6387-0-1110-1000-5821-032-CIG	995.00
230586	UNITED RENTALS INC	Open P.O. Equipment Rentals	01-8150-0-0000-8110-5600-090-741	2,000.00
231131	CHILDCARE CAREERS LLC	Substitute Staffing	12-6105-0-8535-1000-5899-045-835	10,000.00
231131	CHILDCARE CAREERS LLC	Substitute Staffing	12-9010-0-8533-1000-5899-045-833	10,000.00
230500	P G & E	Open P.O. for Gas and Electric	12-6105-0-8510-8200-5510-045-830	2,500.00
230500	P G & E	Open P.O. for Gas and Electric	12-6105-0-8535-8200-5510-045-835	3,300.00
230500	P G & E	Open P.O. for Gas and Electric	12-9010-0-8533-8200-5510-045-833	3,300.00
230500	P G & E	Open P.O. for Gas and Electric	12-9302-0-8510-8200-5510-005-LIFT	3,000.00
230248	DANIELSEN COMPANY	Food Products	13-5310-0-0000-3700-4340-090-820	3,000.00
230248	DANIELSEN COMPANY	Food Products	13-5310-0-0000-3700-4700-090-820	93,000.00
230254	DAYLIGHT FOODS INC	Food Products	13-5310-0-0000-3700-4700-090-820	73,808.00
230253	IMAGE ONE CORPORATION	Meal Applications / Rocketscan	13-5310-0-0000-3700-5813-090-820	461.00
230422	P & R PAPER SUPPLY CO	Food service Paper Products	13-5310-0-0000-3700-4340-090-820	12,000.00
230341	SYSCO FOOD SERVICES OF SAN FRA	Estimated Purchase of Food and Supplies	13-5310-0-0000-3700-4340-090-820	-3,000.00
230341	SYSCO FOOD SERVICES OF SAN FRA	Estimated Purchase of Food and Supplies	13-5310-0-0000-3700-4700-090-820	33,000.00

P.O.	Vendor	Description	Account	Amount
230803	AAA NETWORK SOLUTIONS INC	Wireless System Upgrade Project	14-0000-0-0000-8500-6270-090-732	-426,533.87
231302	BANA BUILDERS INC.	Pedestrian Bridge & Accessibility Project	40-9010-0-0000-8500-6270-032-929	17,838.00
	TOTAL CHANGE ORDERS			**477,082.63**

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Warrant Register – March 1 to March 31, 2023

BACKGROUND:

The attached report lists all the Warrants issued by the District from March 1 to March 31, 2023. For the period listed above the Warrants total $4,155,966.69 across all funds.

FISCAL IMPLICATIONS:

These Warrants represent the amount paid out of District accounts for the period of March 1 to March 31, 2023. Staff has obtained all required authorizations prior to issuing any Warrant.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached Warrant Listing.

BOARD WARRANT REGISTER

MARCH 1 TO MARCH 31, 2023

Vendor Name	Date	Warrant #	Reference #	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Invoice #	Payment
360 DEGREE CUSTOMER INC	03/07/2023	835422	PO230783	01	6500	0	5760	1190	5899	090	245	13869	4,368.00
360 DEGREE CUSTOMER INC Total													4,368.00
A+ LIVE SCAN SERVICES	03/23/2023	839422	PO231327	01	0000	0	0000	7400	5840	090	715	14421A	84.00
A+ LIVE SCAN SERVICES Total													84.00
ACADEMIC LEARNING COMPANY	03/16/2023	837784	PO232088	01	4203	0	1110	1000	4320	090	330	19498	1,222.03
ACADEMIC LEARNING COMPANY	03/16/2023	837784	PO232088	01	4203	0	1110	1000	4320	090	330	19498-1	175.00
ACADEMIC LEARNING COMPANY Total													1,397.03
ACADEMIC THERAPY PUBLICATIONS	03/28/2023	841040	PO231975	01	6500	0	5760	1190	4320	090	245	307478	308.87
ACADEMIC THERAPY PUBLICATIONS Total													308.87
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	3600	5820	090	230	31481	1,540.00
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	3600	5820	090	230	31480	1,650.00
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	3600	5820	090	230	31750	1,760.00
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	3600	5820	090	230	31751	1,870.00
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	1180	5870	090	230	31481	1,582.00
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	1180	5870	090	230	31480	1,255.50
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	1180	5870	090	230	31750	1,569.50
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	1180	5870	090	230	31751	2,236.00
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	1180	5880	090	230	31481	4,998.00
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	1180	5880	090	230	31480	5,355.00
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	1180	5880	090	230	31750	5,712.00
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	1180	5880	090	230	31751	6,069.00
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	1180	5899	090	230	31481	126.00
ACHIEVE KIDS	03/14/2023	837239	PO230702	01	6500	0	5760	1180	5899	090	230	31480	135.00
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	1180	5899	090	230	31750	144.00
ACHIEVE KIDS	03/23/2023	839458	PO230702	01	6500	0	5760	1180	5899	090	230	31751	153.00
ACHIEVE KIDS Total													36,155.00
ACSA REGION 5	03/23/2023	839368	PO232234	01	0000	0	0000	7150	5899	090	714	APR23-SSFUSD-6 SEATS	150.00
ACSA REGION 5	03/23/2023	839368	PO232234	01	0000	0	0000	7110	5899	090	713	APR23-SSFUSD-6 SEATS	300.00
ACSA REGION 5 Total													450.00
ADAM, RAMAN	03/23/2023	839456	PV230706	01	0000	0	0000	7600	3702	090	810	CLASSIFIED 4TH QTR FY 22-23	171.00
ADAM, RAMAN Total													171.00
ADAPTIVE TECH SOLUTIONS LLC	03/02/2023	834625	PO231121	01	6500	0	5760	1190	4320	090	245	22509	206.38
ADAPTIVE TECH SOLUTIONS LLC Total													206.38
ADROIT ADVANCED	03/14/2023	837240	PO230833	01	0000	0	5760	3600	5820	090	781	37128	91,530.80
ADROIT ADVANCED Total													91,530.80
ADVANCED CHEMICAL TRANSPORT	03/07/2023	835404	PO231832	01	8150	0	0000	8110	5860	090	741	469915	1,372.42
ADVANCED CHEMICAL TRANSPORT	03/07/2023	835415	PO231832	01	8150	0	0000	8110	5860	090	741	469905	1,967.13
ADVANCED CHEMICAL TRANSPORT	03/14/2023	837187	PO231832	01	8150	0	0000	8110	5860	090	741	469911	876.75
ADVANCED CHEMICAL TRANSPORT	03/14/2023	837187	PO231832	01	8150	0	0000	8110	5860	090	741	469907	1,501.80
ADVANCED CHEMICAL TRANSPORT	03/14/2023	837187	PO231832	01	8150	0	0000	8110	5860	090	741	469920	6,305.88
ADVANCED CHEMICAL TRANSPORT	03/14/2023	837187	PO231832	01	8150	0	0000	8110	5860	090	741	469916	599.27

BOARD WARRANT REGISTER
MARCH 1 TO MARCH 31, 2023

Vendor Name	Date	Warrant #	Reference #	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Invoice #	Payment
ADVANCED CHEMICAL TRANSPORT	03/28/2023	841062	PO231832	01	8150	0	0000	8110	5860	090	741	469913	642.48
ADVANCED CHEMICAL TRANSPORT Total													13,265.73
ADVANCED INTEGRATED PEST MGMT	03/02/2023	834615	PO230589	01	0000	0	0000	8200	5807	090	760	2085217	170.00
ADVANCED INTEGRATED PEST MGMT Total													170.00
ADVIRO	03/14/2023	837245	PO232145	01	0000	0	0000	8200	5899	090	760	2302-72W	990.50
ADVIRO Total													990.50
AG PARTS WORLDWIDE INC	03/07/2023	835396	PO231985	01	0000	0	0000	2424	4320	090	735	43834	1,975.55
AG PARTS WORLDWIDE INC	03/07/2023	835400	PO232059	01	0000	0	0000	2424	4320	090	735	045280	1,481.66
AG PARTS WORLDWIDE INC	03/09/2023	836227	PO230059	01	0000	0	0000	2424	4320	090	735	046056	702.10
AG PARTS WORLDWIDE INC	03/16/2023	837763	PO230059	01	0000	0	0000	2424	4320	090	735	046321	672.98
AG PARTS WORLDWIDE INC Total													4,832.29
AIRGAS USA LLC	03/23/2023	839396	PO230458	01	8150	0	0000	8110	4320	090	741	9135766713	528.50
AIRGAS USA LLC	03/23/2023	839396	PO230458	01	8150	0	0000	8110	4320	090	741	9135766714	46.64
AIRGAS USA LLC	03/23/2023	839441	PO230458	01	8150	0	0000	8110	4320	090	741	9135864899	36.83
AIRGAS USA LLC	03/30/2023	841614	PO230458	01	8150	0	0000	8110	4320	090	741	9136051204	121.44
AIRGAS USA LLC Total													733.41
ALAMEDA ELECTRICAL	03/23/2023	839384	PO230479	01	8150	0	0000	8110	4320	090	741	S5532377.001	280.20
ALAMEDA ELECTRICAL Total													280.20
ALL CITY MANAGEMENT SVCS INC.	03/09/2023	836204	PO230145	01	0000	0	0000	7300	5899	090	717	83524	6,307.20
ALL CITY MANAGEMENT SVCS INC.	03/23/2023	839414	PO230145	01	0000	0	0000	7300	5899	090	717	83871	6,307.20
ALL CITY MANAGEMENT SVCS INC. Total													12,614.40
AMAZON CAPITAL SERVICES	03/16/2023	837756	PO232121	01	0000	0	1110	1000	4200	002	070	1JCL-1VFK-6PP9	134.44
AMAZON CAPITAL SERVICES	03/16/2023	837792	PO232168	01	0000	0	0000	2100	4200	090	762	16DR-Q19N-3YX6	496.05
AMAZON CAPITAL SERVICES	03/16/2023	837792	PO232175	01	7810	0	1110	1000	4200	090	365	1KJY-WYY9-3P6Q	33.99
AMAZON CAPITAL SERVICES	03/28/2023	841050	PO231112	01	6500	0	5730	1190	4200	005	205	1G4R-7NYL-CWLR	20.02
AMAZON CAPITAL SERVICES	03/28/2023	841032	PO232178	01	0000	0	1110	1000	4200	033	070	1JND-X9PJ-3QVL	264.97
AMAZON CAPITAL SERVICES	03/28/2023	841032	PO232178	01	0000	0	1110	1000	4200	033	070	1Q7G-RXWQ-3YXQ	48.82
AMAZON CAPITAL SERVICES	03/28/2023	841051	PO232238	01	0000	0	1110	2421	4200	022	451	1H3L-PGCP-44NK	134.74
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO231823	01	0000	0	1110	1000	4320	033	070	1R7L-64JM-4KH3	245.96
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO231914	01	0000	0	1110	1000	4320	033	070	19FC-VKW3-4FRT	235.12
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO231914	01	0000	0	1110	1000	4320	033	070	13K4-9PPW-4VGR	118.40
AMAZON CAPITAL SERVICES	03/02/2023	834619	PO231917	01	0000	0	1110	1000	4320	022	070	1KYP-XFGP-4JYP	656.61
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO231958	01	0000	0	1110	1000	4320	002	070	1CMT-N64V-6DV4	137.11
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO231958	01	0000	0	1110	1000	4320	002	070	1P7H-QVN4-43PF	43.92
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO231983	01	0000	0	1110	1000	4320	033	070	13V6-MTLF-66RR	316.43
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO232030	01	0000	0	1110	1000	4320	033	070	17KY-4RMJ-44FF	177.14
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO232032	01	0000	0	1110	1000	4320	033	070	16NY-7RYG-3MMF	421.90
AMAZON CAPITAL SERVICES	03/02/2023	834630	PO232033	01	0000	0	1110	1000	4320	090	762	1TCR-QXDC-3YPF	144.17
AMAZON CAPITAL SERVICES	03/02/2023	834630	PO232033	01	3060	0	4850	1000	4320	090	303	1TCR-QXDC-3YPF	45.59
AMAZON CAPITAL SERVICES	03/02/2023	834611	PO232034	01	3010	0	1110	1000	4320	007	301	1V3J-3XTK-3G13	441.80
AMAZON CAPITAL SERVICES	03/02/2023	834630	PO232034	01	3010	0	1110	1000	4320	007	301	17C7-YJ1R-3JHN	154.78

BOARD WARRANT REGISTER

MARCH 1 TO MARCH 31, 2023

Vendor Name	Date	Warrant #	Reference #	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Invoice #	Payment
AMAZON CAPITAL SERVICES	03/02/2023	834619	PO232048	01	9219	0	1208	1000	4320	032	356	1NKF-NRNP-3LJJ	134.31
AMAZON CAPITAL SERVICES	03/02/2023	834617	PO232051	01	0000	0	0000	7350	4320	090	717	1VYV-YG4Y-3VFF	91.65
AMAZON CAPITAL SERVICES	03/02/2023	834630	PO232061	01	0000	0	0000	2424	4320	090	735	1RVN-KD9C-3PRN	43.93
AMAZON CAPITAL SERVICES	03/02/2023	834630	PO232069	01	3010	0	1110	1000	4320	008	301	1FXH-4K3V-6TR9	333.92
AMAZON CAPITAL SERVICES	03/07/2023	835397	PO231871	01	0000	0	1110	1000	4320	033	070	1GJ7-DRDV-47DW	87.86
AMAZON CAPITAL SERVICES	03/07/2023	835412	PO231963	01	9010	0	5001	3900	4320	090	350	1Y7F-TRRW-4G13	439.45
AMAZON CAPITAL SERVICES	03/07/2023	835412	PO231964	01	9010	0	5001	3900	4320	090	350	1FHR-M6MN-4PK3	87.89
AMAZON CAPITAL SERVICES	03/07/2023	835412	PO231965	01	9010	0	5001	3900	4320	090	350	11CN-N791-4RFH	175.78
AMAZON CAPITAL SERVICES	03/07/2023	835412	PO232044	01	9010	0	5001	3900	4320	090	350	1NKF-NRNP-3TNV	29.66
AMAZON CAPITAL SERVICES	03/07/2023	835405	PO232070	01	0000	0	1110	1000	4320	002	070	IVPD-RCJG-6J7G	258.96
AMAZON CAPITAL SERVICES	03/07/2023	835409	PO232072	01	8150	0	0000	8110	4320	090	741	1TV1-97JM-3C6V	302.18
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO231819	01	0000	0	1110	1000	4320	021	070	1C9G-GTWM-4KCW	9.86
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO231819	01	0801	0	1110	1000	4320	021	123	1LNW-CNXF-633M	407.70
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO231819	01	0801	0	1110	1000	4320	021	123	1HVW-X3CM-4X6P	127.41
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO231819	01	0000	0	1110	1000	4320	021	070	1HVW-X3CM-4X6P	57.04
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO232013	01	9219	0	1208	1000	4320	032	356	1TQ1-C1LT-4R67	22.79
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO232013	01	9219	0	1208	1000	4320	032	356	11CT-T4TK-3LJF	281.18
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO232013	01	9219	0	1208	1000	4320	032	356	19L1-G3M3-63JH	10.98
AMAZON CAPITAL SERVICES	03/09/2023	836202	PO232053	01	0801	0	1110	1000	4320	013	180	1WC3-NKJK-7QKD	280.03
AMAZON CAPITAL SERVICES	03/09/2023	836210	PO232097	01	0000	0	1110	1000	4320	032	070	1XLK-VLJJ-7M7M	71.39
AMAZON CAPITAL SERVICES	03/14/2023	837231	PO232123	01	0000	0	1110	1000	4320	033	070	1JCL-1VFK-794T	68.09
AMAZON CAPITAL SERVICES	03/16/2023	837764	PO232094	01	9219	0	1208	1000	4320	032	356	1PMJ-4NNC-434Y	43.94
AMAZON CAPITAL SERVICES	03/16/2023	837764	PO232094	01	0000	0	1110	1000	4320	032	070	1PMJ-4NNC-434Y	17.03
AMAZON CAPITAL SERVICES	03/16/2023	837792	PO232127	01	0000	0	0000	2700	4320	090	762	11CR-FGLP-3MGK	86.02
AMAZON CAPITAL SERVICES	03/16/2023	837756	PO232131	01	0000	0	0000	2424	4320	090	735	1TGD-19RL-7K7Q	36.25
AMAZON CAPITAL SERVICES	03/16/2023	837792	PO232156	01	3010	0	1110	1000	4320	008	301	1FGC-3QJT-3M6C	192.25
AMAZON CAPITAL SERVICES	03/21/2023	838731	PO232095	01	0000	0	1110	1000	4320	021	070	1JQ1-L79P-7K1W	406.52
AMAZON CAPITAL SERVICES	03/21/2023	838746	PO232173	01	0000	0	0000	2424	4320	090	735	1L39-7L7Y-3YY1	219.72
AMAZON CAPITAL SERVICES	03/23/2023	839397	PO231063	01	0801	0	1110	1000	4320	006	180	164J-FJW7-JGRF	51.72
AMAZON CAPITAL SERVICES	03/23/2023	839425	PO231749	01	8150	0	0000	8110	4320	090	741	1QXD-WDTV-F33T	219.72
AMAZON CAPITAL SERVICES	03/23/2023	839425	PO231810	01	8150	0	0000	8110	4320	090	741	1LPL-L4DW-6DPY	67.80
AMAZON CAPITAL SERVICES	03/23/2023	839425	PO231879	01	0000	0	0000	2424	4320	090	735	1LYQ-YY7F-6PVM	85.39
AMAZON CAPITAL SERVICES	03/23/2023	839393	PO232087	01	0000	0	1110	1000	4320	002	070	1Y1D-J1Y9-4WWV	193.37
AMAZON CAPITAL SERVICES	03/23/2023	839393	PO232087	01	0000	0	1110	1000	4320	002	070	1CJ3-GGGV-6RK3	642.50
AMAZON CAPITAL SERVICES	03/23/2023	839369	PO232096	01	6500	0	5730	1190	4320	005	205	1HXH-6JQ6-4DXP	549.20
AMAZON CAPITAL SERVICES	03/23/2023	839369	PO232096	01	6500	0	5730	1190	4320	005	205	1THC-PQNK-6PYG	537.71
AMAZON CAPITAL SERVICES	03/23/2023	839459	PO232122	01	0000	0	1110	1000	4320	012	070	1KQ9-JL7L-71JC	105.78
AMAZON CAPITAL SERVICES	03/23/2023	839459	PO232122	01	0000	0	1110	1000	4320	012	070	13XM-LGP9-7R3C	(10.93)
AMAZON CAPITAL SERVICES	03/23/2023	839461	PO232125	01	0000	0	3200	1000	4320	031	070	1TF3-MHXG-7CFG	170.29
AMAZON CAPITAL SERVICES	03/23/2023	839393	PO232130	01	0000	0	1110	1000	4320	008	070	1XQK-VXTT-3LKH	107.93
AMAZON CAPITAL SERVICES	03/23/2023	839393	PO232170	01	0000	0	1110	1000	4320	008	070	16HR-KP4T-3P4Q	143.75

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AMAZON CAPITAL SERVICES	03/28/2023	841048	PO231827	01	9010	0	5001	3900	4320	090	350	1X4Q-NXJP-4KF4	23.05
AMAZON CAPITAL SERVICES	03/28/2023	841048	PO231829	01	9010	0	5001	3900	4320	090	350	13DW-63P4-4RG4	213.35
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232065	01	0000	0	0000	3140	4320	090	507	19YR-7QYY-77FY	412.47
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232065	01	0000	0	0000	3140	4320	090	507	1QPY-F3DD-13PY	(24.21)
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232067	01	0000	0	1110	1000	4320	002	070	1THC-PQNK-6NYH	349.62
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232067	01	0000	0	1110	1000	4320	002	070	1Y1D-J1Y9-6TWV	286.08
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232067	01	0000	0	1110	1000	4320	002	070	17XD-XRXJ-9DLW	(111.48)
AMAZON CAPITAL SERVICES	03/28/2023	841050	PO232129	01	0000	0	1110	1000	4320	007	070	1DF1-PGYJ-46TY	240.30
AMAZON CAPITAL SERVICES	03/28/2023	841032	PO232163	01	9218	0	1110	1000	4320	032	356	14DL-JMRW-3TY3	964.45
AMAZON CAPITAL SERVICES	03/28/2023	841032	PO232163	01	0000	0	1110	1000	4320	032	070	14DL-JMRW-3TY3	325.45
AMAZON CAPITAL SERVICES	03/28/2023	841055	PO232166	01	0000	0	3200	1000	4320	031	070	1W3H-T7DK-3LK4	654.35
AMAZON CAPITAL SERVICES	03/28/2023	841047	PO232174	01	0000	0	1110	1000	4320	002	070	1MHK-F1CD-47RR	202.20
AMAZON CAPITAL SERVICES	03/28/2023	841041	PO232177	01	0000	0	1110	1000	4320	002	070	17PW-J741-43VH	80.08
AMAZON CAPITAL SERVICES	03/28/2023	841041	PO232177	01	0000	0	1110	1000	4320	002	070	1W3H-T7DK-44HP	225.71
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232197	01	0000	0	1110	1000	4320	012	070	199L-R7HH-3W3V	387.02
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232197	01	0000	0	1110	1000	4320	012	070	17PW-J741-47MT	(21.96)
AMAZON CAPITAL SERVICES	03/28/2023	841047	PO232198	01	0000	0	1110	1000	4320	021	070	1XQG-PFWK-4G6J	87.84
AMAZON CAPITAL SERVICES	03/28/2023	841047	PO232198	01	0000	0	1110	1000	4320	021	070	1HXF-4JFN-3M9G	54.84
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232209	01	0000	0	1110	1000	4320	008	070	1DF1-PGYJ-3WCH	85.26
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232209	01	0000	0	1110	1000	4320	008	070	1F1K-YQC6-3WV9	115.44
AMAZON CAPITAL SERVICES	03/28/2023	841032	PO232217	01	0000	0	1110	1000	4320	013	070	1Q7G-RXWQ-49K9	2,219.04
AMAZON CAPITAL SERVICES	03/28/2023	841047	PO232235	01	0000	0	0000	7350	4320	090	717	1RRD-7Q1J-3XMQ	91.40
AMAZON CAPITAL SERVICES	03/28/2023	841051	PO232238	01	0000	0	1110	2421	4320	022	451	1H3L-PGCP-44NK	30.97
AMAZON CAPITAL SERVICES	03/28/2023	841050	PO232239	01	0000	0	0000	2424	4320	090	735	1YHM-R3Y9-3WFC	39.39
AMAZON CAPITAL SERVICES Total													18,390.64
ANGELOT, KAI	03/30/2023	841617	PV230713	01	0000	0	1110	1000	4320	032	070	MAR23 SUPPLIES	42.63
ANGELOT, KAI Total													42.63
APPLE INC	03/07/2023	835393	PO231915	01	0000	0	1110	1000	4320	033	070	AL05850249	3,854.28
APPLE INC	03/14/2023	837176	PO232026	01	0000	0	1110	1000	4320	022	070	AL09958414	195.58
APPLE INC	03/23/2023	839370	PO232150	01	0000	0	1110	1000	4320	032	070	AL12454076	163.71
APPLE INC	03/07/2023	835401	PO232045	01	0000	0	0000	2424	5600	090	735	AL10190784	99.00
APPLE INC	03/07/2023	835410	PO232046	01	0000	0	0000	2424	5600	090	735	AL10434048	99.00
APPLE INC	03/07/2023	835401	PO232047	01	0000	0	0000	2424	5600	090	735	AL10181525	99.00
APPLE INC Total													4,510.57
ARBORTECH TREE CARE INC	03/07/2023	835406	PO232124	01	8150	0	0000	8110	5899	022	741	2896	440.00
ARBORTECH TREE CARE INC	03/28/2023	841059	PO232258	01	8150	0	0000	8110	5899	090	741	2924	3,120.00
ARBORTECH TREE CARE INC Total													3,560.00
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	3600	5820	090	230	797	2,546.00
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	3600	5820	090	230	799	2,077.00
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	3600	5820	090	230	798	3,030.50
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	1180	5870	090	230	797	4,569.50

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ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	1180	5870	090	230	799	3,935.30
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	1180	5870	090	230	798	1,232.40
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	1180	5880	090	230	797	4,150.55
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	1180	5880	090	230	799	3,495.20
ARISE EDUCATIONAL CENTER	03/28/2023	841021	PO230703	01	6500	0	5760	1180	5880	090	230	798	3,713.65
ARISE EDUCATIONAL CENTER Total													28,750.10
ART IN ACTION	03/07/2023	835391	PO231074	01	0801	0	1110	1000	5813	009	180	1137	5,060.00
ART IN ACTION Total													5,060.00
ARTS MEDIA AND ENTERTAINMENT	03/02/2023	834629	PO232098	01	6387	0	3800	1000	5210	090	CIG	INV-YUIHJASCJ	250.00
ARTS MEDIA AND ENTERTAINMENT Total													250.00
AT&T	03/02/2023	834608	PO230494	01	0000	0	0000	7200	5910	090	760	34701763 FEB23	14,682.28
AT&T	03/02/2023	834608	PO230494	01	6500	0	5760	2700	5910	090	245	34701763 FEB23	70.11
AT&T	03/23/2023	839388	PO230499	01	0000	0	0000	7200	5910	090	760	234 341-0882 686 2 MAR23	319.88
AT&T	03/23/2023	839388	PO230499	01	0000	0	0000	7200	5910	090	760	231 371-2596 271 5MAR23	319.88
AT&T	03/23/2023	839388	PO230499	01	0000	0	0000	7200	5910	090	760	231 371-0063 609 4MAR23	61.05
AT&T	03/23/2023	839388	PO230499	01	0000	0	0000	7200	5910	090	760	234 343-2495 285 6MAR23	843.37
AT&T	03/23/2023	839388	PO230499	01	0000	0	0000	7200	5910	090	760	234 343-5989 547 5MAR23	1,086.34
AT&T	03/23/2023	839388	PO230499	01	0000	0	0000	7200	5910	090	760	234 343-0139 137 5MAR23	319.88
AT&T	03/23/2023	839388	PO230499	01	0000	0	0000	7200	5910	090	760	234 343-5507 597 3MAR23	2,698.77
AT&T	03/28/2023	841039	PO230494	01	0000	0	0000	7200	5910	090	760	34701763 MAR23	14,943.79
AT&T	03/28/2023	841039	PO230494	01	6500	0	5760	2700	5910	090	245	34701763 MAR23	70.11
AT&T	03/28/2023	841052	PO230494	01	0000	0	0000	7200	5910	090	760	19670809	24.49
AT&T Total													35,439.95
ATX LEARNING LLC	03/21/2023	838732	PO230832	01	3213	0	1110	1000	5899	090	346	#202302132-3832	11,880.00
ATX LEARNING LLC Total													11,880.00
AUTOMATIC RESPONSE SYSTEMS	03/02/2023	834626	PO230634	01	8150	0	0000	8110	5600	090	741	56407	903.16
AUTOMATIC RESPONSE SYSTEMS Total													903.16
AVALON ACADEMY, THE	03/09/2023	836197	PO230828	01	6500	0	5760	1180	5870	090	230	5502	8,021.00
AVALON ACADEMY, THE	03/09/2023	836197	PO230828	01	6500	0	5760	1180	5870	090	230	5503	6,182.00
AVALON ACADEMY, THE	03/28/2023	841022	PO230828	01	6500	0	5760	1180	5870	090	230	5533	5,219.00
AVALON ACADEMY, THE	03/28/2023	841022	PO230828	01	6500	0	5760	1180	5870	090	230	5532	4,613.00
AVALON ACADEMY, THE	03/09/2023	836197	PO230828	01	6500	0	5760	1180	5880	090	230	5502	5,173.00
AVALON ACADEMY, THE	03/09/2023	836197	PO230828	01	6500	0	5760	1180	5880	090	230	5503	5,173.00
AVALON ACADEMY, THE	03/28/2023	841022	PO230828	01	6500	0	5760	1180	5880	090	230	5533	5,173.00
AVALON ACADEMY, THE	03/28/2023	841022	PO230828	01	6500	0	5760	1180	5880	090	230	5532	2,990.00
AVALON ACADEMY, THE Total													42,544.00
AVELAR, ALYSSA	03/21/2023	838767	MV230064	01	9218	0	0000	0000	8699	032	356	AP GOVT EXAM REFUND	61.00
AVELAR, ALYSSA Total													61.00
AVID TRANSLATION	03/07/2023	835427	PO231801	01	0801	0	1110	1000	5899	012	123	5321	330.00
AVID TRANSLATION	03/09/2023	836198	PO230700	01	6500	0	5760	1190	5899	090	245	5084	1,433.90
AVID TRANSLATION	03/09/2023	836198	PO230700	01	6500	0	5760	1190	5899	090	245	5300	175.00

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AVID TRANSLATION	03/09/2023	836198	PO230700	01	6500	0	5760	1190	5899	090	245	5301	1,856.79
AVID TRANSLATION	03/09/2023	836198	PO230700	01	6500	0	5760	1190	5899	090	245	5304	8,919.86
AVID TRANSLATION	03/09/2023	836198	PO230700	01	6500	0	5760	1190	5899	090	245	5298	11,639.84
AVID TRANSLATION	03/14/2023	837241	PO230700	01	6500	0	5760	1190	5899	090	245	5320	37,500.00
AVID TRANSLATION	03/21/2023	838734	PO232160	01	0801	0	1110	1000	5899	014	123	5319	220.00
AVID TRANSLATION	03/23/2023	839415	PO230361	01	0801	0	4760	1000	5899	025	123	5297	220.00
AVID TRANSLATION	03/23/2023	839415	PO230361	01	0801	0	4760	1000	5899	025	123	5322	240.00
AVID TRANSLATION	03/23/2023	839439	PO230700	01	6500	0	5760	1190	5899	090	245	5330	2,933.19
AVID TRANSLATION	03/23/2023	839439	PO230700	01	6500	0	5760	1190	5899	090	245	5326	624.00
AVID TRANSLATION	03/28/2023	841023	PO230700	01	6500	0	5760	1190	5899	090	245	5323	928.51
AVID TRANSLATION	03/28/2023	841023	PO230700	01	6500	0	5760	1190	5899	090	245	5325	1,412.20
AVID TRANSLATION Total													68,433.29
B & H PHOTO-VIDEO INC	03/07/2023	835416	PO232011	01	6388	0	3800	1000	4320	033	318	210769004	332.33
B & H PHOTO-VIDEO INC	03/07/2023	835416	PO232011	01	6388	0	3800	1000	4320	033	318	211023105	231.44
B & H PHOTO-VIDEO INC	03/07/2023	835416	PO232011	01	6388	0	3800	1000	4420	033	318	210769004	332.34
B & H PHOTO-VIDEO INC	03/07/2023	835416	PO232011	01	6388	0	3800	1000	4420	033	318	211023105	227.97
B & H PHOTO-VIDEO INC Total													1,124.08
BARONIA, SOFIA	03/21/2023	838768	MV230065	01	9218	0	0000	0000	8699	032	356	AP EXAM REFUND MAR23	61.00
BARONIA, SOFIA Total													61.00
BATTERY SYSTEMS INC	03/09/2023	836203	PO230618	01	8150	0	0000	8110	4320	090	741	32510303231230	446.78
BATTERY SYSTEMS INC Total													446.78
BAY AREA BIOSCIENCE EDUCATION	03/09/2023	836205	PO231790	01	9010	0	1110	1000	4320	090	360	INV-0452	130.00
BAY AREA BIOSCIENCE EDUCATION	03/09/2023	836205	PO232090	01	9010	0	1110	1000	4320	090	360	INV-0459	80.00
BAY AREA BIOSCIENCE EDUCATION Total													210.00
BAY AREA COMPUTER REPAIRS	03/09/2023	836225	PO231949	01	0000	0	0000	2424	5899	090	735	402	717.50
BAY AREA COMPUTER REPAIRS Total													717.50
BEACON SCHOOL	03/14/2023	837242	PO230817	01	6500	0	5760	1190	5870	090	245	FEB 2023	43,618.55
BEACON SCHOOL Total													43,618.55
BEARING AGENCIES INC	03/07/2023	835399	PO230590	01	8150	0	0000	8110	4320	090	741	23-25953	1,271.16
BEARING AGENCIES INC Total													1,271.16
BENCHMARK HOME ELEVATOR	03/02/2023	834627	PO230615	01	8150	0	0000	8110	5600	090	741	8143	4,200.00
BENCHMARK HOME ELEVATOR	03/07/2023	835420	PO230615	01	8150	0	0000	8110	5600	090	741	8150	27.14
BENCHMARK HOME ELEVATOR	03/07/2023	835420	PO230615	01	8150	0	0000	8110	5600	090	741	8157	27.27
BENCHMARK HOME ELEVATOR	03/07/2023	835420	PO230615	01	8150	0	0000	8110	5600	090	741	8158	27.27
BENCHMARK HOME ELEVATOR Total													4,281.68
BENEDETTI, CYNTHIA	03/23/2023	839434	PV230707	01	0000	0	0000	7600	3702	090	810	CLASSIFIED 4TH QTR FY 22-23	171.00
BENEDETTI, CYNTHIA Total													171.00
BIRCH AGENCY	03/07/2023	835423	PO231008	01	6500	0	5760	1190	5899	090	245	3950006237	2,860.00
BIRCH AGENCY	03/14/2023	837243	PO231008	01	6500	0	5760	1190	5899	090	245	3950006355	2,420.00
BIRCH AGENCY	03/14/2023	837243	PO231008	01	6500	0	5760	1190	5899	090	245	3950006294	2,860.00
BIRCH AGENCY	03/23/2023	839440	PO231008	01	6500	0	5760	1190	5899	090	245	3950006495	3,146.00

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BIRCH AGENCY	03/23/2023	839440	PO231008	01	6500	0	5760	1190	5899	090	245	3950006415	2,288.00
BIRCH AGENCY Total													13,574.00
BLICK ART MATERIALS	03/09/2023	836208	PO230140	01	0000	0	1110	1000	4320	032	070	292241	4.20
BLICK ART MATERIALS	03/16/2023	837760	PO230140	01	0000	0	1110	1000	4320	032	070	376889	19.49
BLICK ART MATERIALS	03/16/2023	837760	PO230140	01	0000	0	1110	1000	4320	032	070	338975	99.79
BLICK ART MATERIALS	03/23/2023	839381	PO230140	01	0000	0	1110	1000	4320	032	070	455041	233.08
BLICK ART MATERIALS Total													356.56
BLUE LINE TRANSFER	03/14/2023	837221	PO230564	01	0000	0	0000	8200	5540	090	760	1304058	6,112.23
BLUE LINE TRANSFER Total													6,112.23
BODWIN, DIANE LITLE	03/07/2023	835417	PO231122	01	0000	0	0000	2424	5801	090	762	PO 231122	742.50
BODWIN, DIANE LITLE Total													742.50
BOYD, AARON	03/14/2023	837215	PV230644	01	0000	0	1110	1000	4320	033	070	FY 22-23 BASEBALL BANNER	129.43
BOYD, AARON	03/21/2023	838748	PV230675	01	0000	0	1110	1000	4320	033	070	SSFHS 20/23 SOFTBALL BANNER	120.13
BOYD, AARON Total													249.56
BRIDGE SCHOOL	03/07/2023	835389	PO232126	01	9010	0	5001	3900	5210	090	350	AAC 042728	400.00
BRIDGE SCHOOL Total													400.00
BRIGHT MORNING CONSULTING INC	03/07/2023	835398	PO231294	01	0000	0	1110	1000	5210	021	070	5110	1,300.00
BRIGHT MORNING CONSULTING INC Total													1,300.00
BROADMOOR LANDSCAPE SUPPLY	03/07/2023	835394	PO230459	01	8150	0	0000	8110	4320	090	741	61994	240.75
BROADMOOR LANDSCAPE SUPPLY	03/14/2023	837238	PO230459	01	8150	0	0000	8110	4320	090	741	62106	24.13
BROADMOOR LANDSCAPE SUPPLY Total													264.88
BROUILLET, JULES	03/14/2023	837216	PV230646	01	0801	0	1110	1000	4320	025	180	ORIENTATION AUG22	119.03
BROUILLET, JULES Total													119.03
BSN SPORTS LLC	03/14/2023	837188	PO231136	01	9128	0	1110	1000	5899	033	717	919625671	1,588.12
BSN SPORTS LLC	03/14/2023	837188	PO231136	01	9128	0	1110	1000	5899	033	717	919683147	2,880.87
BSN SPORTS LLC Total													4,468.99
BUCKLEY, DEDE	03/16/2023	837750	PV230671	01	3410	0	5001	2700	5220	090	337	JAN23 MILEAGE	33.54
BUCKLEY, DEDE	03/16/2023	837750	PV230671	01	6520	0	5001	2700	5220	090	352	JAN23 MILEAGE	3.73
BUCKLEY, DEDE	03/16/2023	837750	PV230672	01	3410	0	5001	2700	5220	090	337	FEB23 MILEAGE	30.89
BUCKLEY, DEDE	03/16/2023	837750	PV230672	01	6520	0	5001	2700	5220	090	352	FEB23 MILEAGE	3.43
BUCKLEY, DEDE Total													71.59
C & L SPORTING GOODS	03/28/2023	841029	PO230621	01	8150	0	0000	8110	4320	090	741	FEB23-FIELDS	1,029.00
C & L SPORTING GOODS Total													1,029.00
CALIFORNIA ACADEMY OF SCIENCES	03/21/2023	838747	PO232204	01	3213	0	1110	1000	5815	025	439	2528020	788.70
CALIFORNIA ACADEMY OF SCIENCES Total													788.70
CALIFORNIA ASSOCIATION FOR	03/07/2023	835430	PO231972	01	0801	0	1110	1000	5210	022	123	A23288	1,580.00
CALIFORNIA ASSOCIATION FOR	03/16/2023	837768	PO231601	01	6266	0	1110	1000	5210	090	341	A23082	12,784.00
CALIFORNIA ASSOCIATION FOR Total													14,364.00
CALIFORNIA SCHOOL BOARDS ASSOC	03/23/2023	839408	PO232219	01	0000	0	0000	7150	5210	090	714	INV-64903-D0F6X9	3,409.82
CALIFORNIA SCHOOL BOARDS ASSOC Total													3,409.82
CALIFORNIA WATER SERVICE	03/23/2023	839373	PO230568	01	0000	0	0000	8200	5530	090	760	6907544444 FEB23	22,286.37

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CALIFORNIA WATER SERVICE Total													22,286.37
CALPERS	03/23/2023	839360	PV230691	01	0000	0	0000	7600	3701	090	810	APR23 PREMIUMS	566.50
CALPERS	03/23/2023	839407	PV230692	01	0000	0	0000	7600	3701	090	810	APR23 1354490268	24,764.00
CALPERS	03/23/2023	839407	PV230692	01	0000	0	0000	7600	3702	090	810	APR23 1354490268	36,674.25
CALPERS	03/23/2023	839360	PV230691	01	0000	0	0000	7600	5899	090	810	APR23 PREMIUMS	1.87
CALPERS	03/23/2023	839407	PV230692	01	0000	0	0000	7340	5899	090	717	APR23 1354490268	2,873.14
CALPERS	03/23/2023	839407	PV230692	01	0000	0	0000	7600	5899	090	810	APR23 1354490268	523.11
CALPERS	03/23/2023	839407	PV230692	01	0000	0	0000	0000	9564	000		APR23 1354490268	870,648.87
CALPERS Total													936,051.74
CAL-STEAM	03/02/2023	834628	PO230464	01	8150	0	0000	8110	4320	090	741	4472579	537.42
CAL-STEAM	03/07/2023	835425	PO230464	01	8150	0	0000	8110	4320	090	741	4474228	581.37
CAL-STEAM	03/28/2023	841056	PO230464	01	8150	0	0000	8110	4320	090	741	4493181	167.07
CAL-STEAM	03/28/2023	841056	PO230464	01	8150	0	0000	8110	4320	090	741	4492597	160.50
CAL-STEAM Total													1,446.36
CAMPOS, JUDY ANNE	03/23/2023	839428	PV230698	01	6500	0	5760	2490	5820	090	245	FEB23 MILEAGE	62.49
CAMPOS, JUDY ANNE Total													62.49
CARDONA, JOANNE	03/14/2023	837158	PV230626	01	6500	0	5760	2490	5820	090	245	FEB22 MILEAGE	61.76
CARDONA, JOANNE	03/14/2023	837158	PV230627	01	6500	0	5760	2490	5820	090	245	MAR22 MILEAGE	73.36
CARDONA, JOANNE	03/14/2023	837158	PV230628	01	6500	0	5760	2490	5820	090	245	APR22 MILEAGE	73.36
CARDONA, JOANNE	03/14/2023	837158	PV230629	01	6500	0	5760	2490	5820	090	245	MAY22 MILEAGE	73.36
CARDONA, JOANNE	03/14/2023	837158	PV230630	01	6500	0	5760	2490	5820	090	245	JUN22 MILEAGE	27.03
CARDONA, JOANNE	03/14/2023	837158	PV230631	01	6500	0	5760	2490	5820	090	245	JUL22 MILEAGE	28.88
CARDONA, JOANNE	03/14/2023	837158	PV230632	01	6500	0	5760	2490	5820	090	245	AUG22 MILEAGE	38.00
CARDONA, JOANNE	03/14/2023	837158	PV230633	01	6500	0	5760	2490	5820	090	245	SEP22 MILEAGE	42.75
CARDONA, JOANNE	03/14/2023	837158	PV230634	01	6500	0	5760	2490	5820	090	245	OCT22 MILEAGE	40.38
CARDONA, JOANNE	03/14/2023	837158	PV230635	01	6500	0	5760	2490	5820	090	245	NOV22 MILEAGE	40.38
CARDONA, JOANNE	03/14/2023	837158	PV230636	01	6500	0	5760	2490	5820	090	245	DEC22 MILEAGE	28.50
CARDONA, JOANNE	03/23/2023	839429	PV230699	01	6500	0	5760	2490	5820	090	245	FEB23 MILEAGE	42.33
CARDONA, JOANNE Total													570.09
CBF INC.	03/02/2023	834612	PO230057	01	0000	0	0000	2424	5600	090	735	41951	566.00
CBF INC.	03/09/2023	836228	PO230057	01	0000	0	0000	2424	5600	090	735	41950	3,782.00
CBF INC.	03/23/2023	839382	PO230057	01	0000	0	0000	2424	5600	090	735	42443	828.00
CBF INC.	03/23/2023	839382	PO230057	01	0000	0	0000	2424	5600	090	735	42444	1,425.00
CBF INC.	03/23/2023	839382	PO230057	01	0000	0	0000	2424	5600	090	735	42445	792.00
CBF INC.	03/23/2023	839382	PO230057	01	0000	0	0000	2424	5600	090	735	42446	740.00
CBF INC.	03/23/2023	839409	PO230057	01	0000	0	0000	2424	5600	090	735	42298	335.00
CBF INC.	03/23/2023	839409	PO230057	01	0000	0	0000	2424	5600	090	735	42299	422.00
CBF INC.	03/23/2023	839409	PO230057	01	0000	0	0000	2424	5600	090	735	42300	325.00
CBF INC.	03/23/2023	839409	PO230057	01	0000	0	0000	2424	5600	090	735	42301	325.00
CBF INC.	03/30/2023	841615	PO230057	01	0000	0	0000	2424	5600	090	735	39697	740.00
CBF INC.	03/30/2023	841615	PO230057	01	0000	0	0000	2424	5600	090	735	39703	1,588.00

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CBF INC.	03/14/2023	837246	PO232133	01	0000	0	0000	2424	5899	090	735	41984	7,007.00
CBF INC.	03/14/2023	837246	PO232133	01	0000	0	0000	2424	5899	090	735	41482	14,232.00
CBF INC. Total													33,107.00
CDW GOVERNMENT INC	03/07/2023	835392	PO232103	01	0000	0	1110	1000	4320	033	070	FR93126	474.09
CDW GOVERNMENT INC	03/14/2023	837261	PO230056	01	0000	0	0000	2424	4320	090	735	HB11506	44.76
CDW GOVERNMENT INC	03/14/2023	837261	PO230056	01	0000	0	0000	2424	4320	090	735	HB08697	70.85
CDW GOVERNMENT INC	03/14/2023	837261	PO230056	01	0000	0	0000	2424	4320	090	735	HB51136	82.52
CDW GOVERNMENT INC	03/23/2023	839417	PO230056	01	0000	0	0000	2424	4320	090	735	GH27360	131.85
CDW GOVERNMENT INC	03/23/2023	839417	PO230056	01	0000	0	0000	2424	4320	090	735	FM85361	(33.30)
CDW GOVERNMENT INC	03/23/2023	839417	PO230056	01	0000	0	0000	2424	4320	090	735	HJ00501	410.73
CDW GOVERNMENT INC	03/23/2023	839417	PO230056	01	0000	0	0000	2424	4320	090	735	GJ97449	318.86
CDW GOVERNMENT INC	03/23/2023	839419	PO230056	01	0000	0	0000	2424	4320	090	735	DF87660	176.35
CDW GOVERNMENT INC	03/23/2023	839419	PO230056	01	0000	0	0000	2424	4320	090	735	FS83817	95.18
CDW GOVERNMENT INC	03/23/2023	839419	PO230056	01	0000	0	0000	2424	4320	090	735	GR79863	45.49
CDW GOVERNMENT INC	03/28/2023	841053	PO230056	01	0000	0	0000	2424	4320	090	735	HK95495	183.01
CDW GOVERNMENT INC	03/02/2023	834601	PO232016	01	0000	0	1110	1000	4420	032	070	GT71576	684.60
CDW GOVERNMENT INC	03/07/2023	835421	PO231899	01	0000	0	1110	1000	4420	033	070	GM00095	1,230.09
CDW GOVERNMENT INC	03/07/2023	835421	PO231899	01	0000	0	1110	1000	4420	033	070	GM03884	1,113.28
CDW GOVERNMENT INC	03/07/2023	835421	PO231899	01	0000	0	1110	1000	4420	033	070	GM16269	2,285.98
CDW GOVERNMENT INC	03/07/2023	835426	PO232042	01	6500	0	5760	1190	4420	090	215	GX06645	696.90
CDW GOVERNMENT INC	03/28/2023	841053	PO232181	01	3213	0	1110	1000	4420	031	439	HJ56393	526.97
CDW GOVERNMENT INC	03/28/2023	841053	PO232181	01	3213	0	1110	1000	4420	031	439	HJ77009	422.66
CDW GOVERNMENT INC Total													8,960.87
CENTRALREACH LLC	03/14/2023	837211	PO230431	01	9010	0	5001	3900	5813	090	350	#INV73768	900.00
CENTRALREACH LLC Total													900.00
CERTIFIED LANGUAGES	03/09/2023	836199	PO230781	01	6500	0	5760	1190	5899	090	245	578210013123	493.35
CERTIFIED LANGUAGES	03/23/2023	839392	PO230781	01	6500	0	5760	1190	5899	090	245	578210022823	569.25
CERTIFIED LANGUAGES Total													1,062.60
CHAVEZ GROUP	03/09/2023	836209	PO230987	01	0000	0	0000	7110	5899	090	713	801	775.00
CHAVEZ GROUP	03/30/2023	841625	PO230987	01	0000	0	0000	7110	5899	090	713	804	852.50
CHAVEZ GROUP Total													1,627.50
CHEFS TOYS LLC	03/30/2023	841616	PO232076	01	3550	0	3800	1000	4320	033	333	3947810	5,524.57
CHEFS TOYS LLC	03/30/2023	841616	PO232076	01	6388	0	3800	1000	4320	033	318	3947810	52.72
CHEFS TOYS LLC	03/30/2023	841616	PO232076	01	6388	0	3800	1000	4320	033	318	3952451	74.71
CHEFS TOYS LLC	03/30/2023	841616	PO232076	01	6388	0	3800	1000	4320	033	318	3952449	149.41
CHEFS TOYS LLC	03/30/2023	841616	PO232076	01	3550	0	3800	1000	4420	033	333	3947810	3,202.83
CHEFS TOYS LLC Total													9,004.24
CHILDREN'S HEALTH COUNCIL	03/28/2023	841024	PO230830	01	6500	0	5760	1180	5870	090	230	120831	2,797.80
CHILDREN'S HEALTH COUNCIL	03/28/2023	841024	PO230830	01	6500	0	5760	1180	5880	090	230	120831	4,620.00
CHILDREN'S HEALTH COUNCIL Total													7,417.80
CISNEROS, GABRIELA	03/14/2023	837248	PV230647	01	0000	0	1110	1000	5813	021	070	NOV22 NEARPOD SUBSCR.	159.00

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CISNEROS, GABRIELA Total													159.00
CITY AUTO SUPPLY	03/07/2023	835407	PO230472	01	8150	0	0000	8110	4320	090	741	3-939718	146.49
CITY AUTO SUPPLY	03/07/2023	835418	PO230472	01	8150	0	0000	8110	4320	090	741	3-936147	71.60
CITY AUTO SUPPLY	03/14/2023	837189	PO230472	01	8150	0	0000	8110	4320	090	741	3-940759	22.59
CITY AUTO SUPPLY Total													240.68
CITY OF DALY CITY	03/23/2023	839442	PO230569	01	0000	0	0000	8200	5530	090	760	17314060-13 JAN-MAR	1,461.36
CITY OF DALY CITY Total													1,461.36
CITY OF SAN BRUNO	03/14/2023	837190	PO230570	01	0000	0	0000	8200	5530	090	760	630420 FEB23	822.28
CITY OF SAN BRUNO	03/14/2023	837190	PO230570	01	0000	0	0000	8200	5530	090	760	630440 FEB23	85.27
CITY OF SAN BRUNO Total													907.55
CLAY PLANET	03/14/2023	837251	PO230118	01	0000	0	1207	1000	4320	033	070	226415	265.16
CLAY PLANET Total													265.16
COLLEGE OF SAN MATEO	03/30/2023	841601	PO232261	01	9221	0	1110	1000	5880	032	356	ID#G01277996	1,000.00
COLLEGE OF SAN MATEO Total													1,000.00
CONCORD THEATRICALS CORP	03/02/2023	834609	PO230072	01	9219	0	1208	1000	4320	032	356	10797660	82.92
CONCORD THEATRICALS CORP Total													82.92
CONTRACTORS ELECTRICAL	03/23/2023	839385	PO231519	01	8150	0	0000	8110	4320	090	741	7250-1109275	70.32
CONTRACTORS ELECTRICAL Total													70.32
COUNTY COUNSEL	03/14/2023	837247	PO230247	01	0000	0	0000	7150	5889	090	714	3789	193.60
COUNTY COUNSEL Total													193.60
COURTS, ALEXANDRIA	03/23/2023	839454	PV230700	01	6500	0	5760	1190	5220	090	245	FEB23 MILEAGE	5.38
COURTS, ALEXANDRIA Total													5.38
CRESCENDO EDUCATION GROUP LLC	03/23/2023	839379	PO232211	01	6266	0	1110	1000	5210	090	341	860	2,988.00
CRESCENDO EDUCATION GROUP LLC Total													2,988.00
CROSBY, BROOKE	03/16/2023	837751	PV230661	01	6500	0	5760	1190	4322	090	245	FEB23-HEALTH TECH MTG	21.87
CROSBY, BROOKE	03/28/2023	841063	PV230711	01	6500	0	5760	1190	4322	090	245	JAN23 MEETING	49.93
CROSBY, BROOKE Total													71.80
CUSTOM INK	03/23/2023	839444	PO230078	01	9219	0	1208	1000	4320	032	356	63495023	834.78
CUSTOM INK Total													834.78
CYO TRANSPORTATION SERVICES	03/23/2023	839371	PO232230	01	0000	0	1110	1000	5821	090	764	45053.45054	2,000.00
CYO TRANSPORTATION SERVICES	03/23/2023	839371	PO232230	01	3010	0	1110	1000	5821	013	301	45053.45054	1,410.00
CYO TRANSPORTATION SERVICES	03/28/2023	841068	PO232222	01	3010	0	1110	1000	5821	008	301	45762	961.00
CYO TRANSPORTATION SERVICES Total													4,371.00
DANNIS WOLIVER KELLEY	03/28/2023	841042	PO231353	01	0000	0	0000	7300	5889	090	717	288864	997.50
DANNIS WOLIVER KELLEY Total													997.50
DAN'S DRILLING & FENCING INC.	03/28/2023	841033	PO232252	01	8150	0	0000	8110	5899	007	741	5002	1,942.00
DAN'S DRILLING & FENCING INC. Total													1,942.00
DECKER EQUIPMENT	03/28/2023	841030	PO232007	01	0000	0	1110	1000	4420	021	070	523469A	2,061.12
DECKER EQUIPMENT Total													2,061.12
DELL MARKETING L.P.	03/16/2023	837762	PO230114	01	0000	0	0000	2424	4320	090	735	10654462786	9.83
DELL MARKETING L.P.	03/16/2023	837762	PO232106	01	0000	0	1110	1000	4320	013	070	10657934097	1,922.81

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DELL MARKETING L.P.	03/21/2023	838737	PO232109	01	0000	0	0000	2424	4420	090	735	10658407749	1,408.88
DELL MARKETING L.P.	03/30/2023	841626	PO232028	01	0000	0	0000	2700	4420	007	070	10658896881	1,487.98
DELL MARKETING L.P. Total													4,829.50
DEMCO INC.	03/23/2023	839389	PO232171	01	0000	0	1110	2421	4320	010	451	7275769	565.93
DEMCO INC.	03/30/2023	841612	PO232215	01	0000	0	1110	2421	4320	022	451	7279196	600.08
DEMCO INC. Total													1,166.01
DISCOUNTMUGS	03/23/2023	839410	PO232221	01	9012	0	1110	1000	4320	025	356	DM5468862	1,101.53
DISCOUNTMUGS Total													1,101.53
DOCUMENT TRACKING SERVICES	03/14/2023	837181	PO232132	01	0000	0	0000	3900	5813	090	305	9408007	9,656.00
DOCUMENT TRACKING SERVICES Total													9,656.00
DOOLEY CORPORATION	03/14/2023	837209	PO230831	01	6500	0	5760	1190	5870	090	245	3370	2,300.00
DOOLEY CORPORATION Total													2,300.00
DOUGLAS & STURGESS INC	03/23/2023	839394	PO230081	01	0000	0	1110	1000	4320	032	070	10162723	268.14
DOUGLAS & STURGESS INC Total													268.14
DOWD, BRENDA	03/30/2023	841621	PV230712	01	0000	0	0000	0000	9589	000		REISSUE P/R CK#248914	3,179.02
DOWD, BRENDA Total													3,179.02
DUNN-EDWARDS CORPORATION	03/07/2023	835390	PO230463	01	8150	0	0000	8110	4320	090	741	2020181103	193.90
DUNN-EDWARDS CORPORATION	03/14/2023	837262	PO230463	01	8150	0	0000	8110	4320	090	741	2020181396	750.35
DUNN-EDWARDS CORPORATION	03/23/2023	839423	PO230463	01	8150	0	0000	8110	4320	090	741	2020181528	419.47
DUNN-EDWARDS CORPORATION	03/30/2023	841613	PO230463	01	8150	0	0000	8110	4320	090	741	2020181685	492.04
DUNN-EDWARDS CORPORATION Total													1,855.76
EAST BAY RESTAURANT SUPPLY INC	03/14/2023	837178	PO231404	01	7028	0	0000	3700	4320	090	820	SI990146	287.26
EAST BAY RESTAURANT SUPPLY INC	03/14/2023	837191	PO231404	01	7028	0	0000	3700	4320	090	820	S1997172	51.38
EAST BAY RESTAURANT SUPPLY INC Total													338.64
ECA EDUCATIONAL SERVICES INC.	03/02/2023	834624	PO231325	01	9044	0	1110	1000	4320	090	064	13086	912.80
ECA EDUCATIONAL SERVICES INC.	03/02/2023	834624	PO231745	01	9044	0	1110	1000	4320	090	064	13265	696.64
ECA EDUCATIONAL SERVICES INC. Total													1,609.44
EDENRED COMMUTER BENEFIT	03/02/2023	834607	PO232092	01	0000	0	0000	7340	5899	090	717	358819	158.60
EDENRED COMMUTER BENEFIT	03/02/2023	834607	PO232092	01	0000	0	0000	7340	5920	090	717	358819	31.00
EDENRED COMMUTER BENEFIT	03/02/2023	834607	PO232092	01	0000	0	0000	0000	9322	000		358819	3,965.00
EDENRED COMMUTER BENEFIT Total													4,154.60
EDUCATION TEAM, THE	03/09/2023	836229	PO231461	01	0000	0	0000	7400	5899	090	715	594697	1,271.88
EDUCATION TEAM, THE	03/09/2023	836229	PO231461	01	0000	0	0000	7400	5899	090	715	594698	2,472.21
EDUCATION TEAM, THE	03/09/2023	836229	PO231461	01	0000	0	0000	7400	5899	090	715	592579	1,271.88
EDUCATION TEAM, THE	03/09/2023	836229	PO231461	01	0000	0	0000	7400	5899	090	715	590493	1,303.54
EDUCATION TEAM, THE	03/09/2023	836229	PO231461	01	0000	0	0000	7400	5899	090	715	590492	820.74
EDUCATION TEAM, THE	03/23/2023	839395	PO231461	01	0000	0	0000	7400	5899	090	715	598901	1,253.54
EDUCATION TEAM, THE	03/23/2023	839395	PO231461	01	0000	0	0000	7400	5899	090	715	598900	2,657.01
EDUCATION TEAM, THE Total													11,050.80
EVANGELISTA, ARCHIVIR	03/14/2023	837196	PV230641	01	6500	0	5760	2490	5820	090	245	FEB23 MILEAGE	54.36
EVANGELISTA, ARCHIVIR Total													54.36

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EVERDRIVEN TECHNOLOGIES LLC	03/09/2023	836200	PO230815	01	0000	0	5760	3600	5820	090	781	35976	36,731.60
EVERDRIVEN TECHNOLOGIES LLC	03/09/2023	836200	PO230815	01	0000	0	5760	3600	5820	090	781	1334-11/2022 FUEL	3,094.90
EVERDRIVEN TECHNOLOGIES LLC	03/09/2023	836200	PO230815	01	0000	0	5760	3600	5820	090	781	36204	29,591.89
EVERDRIVEN TECHNOLOGIES LLC	03/09/2023	836200	PO230815	01	0000	0	5760	3600	5820	090	781	34887	35,942.93
EVERDRIVEN TECHNOLOGIES LLC	03/14/2023	837244	PO230815	01	0000	0	5760	3600	5820	090	781	36434	27,170.20
EVERDRIVEN TECHNOLOGIES LLC	03/14/2023	837244	PO230815	01	0000	0	5760	3600	5820	090	781	1334 02/2023 FUEL	1,506.39
EVERDRIVEN TECHNOLOGIES LLC	03/23/2023	839460	PO230815	01	0000	0	5760	3600	5820	090	781	36866	37,595.87
EVERDRIVEN TECHNOLOGIES LLC	03/23/2023	839460	PO230815	01	0000	0	5760	3600	5820	090	781	37100	36,713.13
EVERDRIVEN TECHNOLOGIES LLC Total													208,346.91
EXPERIENCE JANITORIAL INC.	03/16/2023	837757	PO231104	01	0000	0	0000	8200	5899	008	760	9446	2,106.00
EXPERIENCE JANITORIAL INC.	03/16/2023	837757	PO231104	01	0000	0	0000	8200	5899	033	760	9446	5,928.00
EXPERIENCE JANITORIAL INC.	03/16/2023	837757	PO231104	01	0000	0	0000	8200	5899	007	760	9446	5,616.00
EXPERIENCE JANITORIAL INC.	03/16/2023	837757	PO231104	01	0000	0	0000	8200	5899	013	760	9446	1,716.00
EXPERIENCE JANITORIAL INC. Total													15,366.00
EXPLORATORIUM	03/16/2023	837793	PO232205	01	3213	0	1110	1000	5815	025	439	19113019000	570.00
EXPLORATORIUM Total													570.00
EXPLORELEARNING LLC	03/09/2023	836206	PO232041	01	9010	0	1110	1000	5813	090	053	6429590	575.00
EXPLORELEARNING LLC Total													575.00
FAGEN FRIEDMAN & FULFROST LLP	03/07/2023	835424	PO230246	01	6500	0	5760	1190	5889	090	245	208803-5	1,054.00
FAGEN FRIEDMAN & FULFROST LLP	03/07/2023	835424	PO230246	01	0000	0	0000	7400	5889	090	715	208803-5	7,264.00
FAGEN FRIEDMAN & FULFROST LLP	03/07/2023	835424	PO230246	01	0000	0	0000	7300	5889	090	717	208803-5	24.50
FAGEN FRIEDMAN & FULFROST LLP Total													8,342.50
FENG, PETER	03/16/2023	837798	PV230677	01	0000	0	0000	7150	5220	090	714	MAR23 MILAGE	18.86
FENG, PETER Total													18.86
FINISON, ELIZABETH	03/23/2023	839416	PO232190	01	9010	0	1110	1000	5899	013	356	23002	225.00
FINISON, ELIZABETH Total													225.00
FIRST ALARM	03/21/2023	838736	PO230537	01	8150	0	0000	8300	5806	090	741	738807	1,464.00
FIRST ALARM	03/23/2023	839383	PO230537	01	8150	0	0000	8300	5806	090	741	743389	35.00
FIRST ALARM Total													1,499.00
FLORES OROZCO, KARLA IVONNE	03/07/2023	835413	PO232093	01	6388	0	3800	1000	4320	033	318	1237	24,752.69
FLORES OROZCO, KARLA IVONNE Total													24,752.69
FLORES, JUANITA	03/14/2023	837217	PV230648	01	6266	0	1110	1000	5210	090	341	APR23 CSEA PARA CONF	227.97
FLORES, JUANITA Total													227.97
FOLLETT CONTENT SOLUTIONS	03/23/2023	839443	PO231831	01	0801	0	1110	1000	4200	021	123	610876F	149.29
FOLLETT CONTENT SOLUTIONS	03/23/2023	839443	PO231831	01	0801	0	1110	1000	4200	021	123	610876A	514.57
FOLLETT CONTENT SOLUTIONS	03/23/2023	839443	PO231831	01	0000	0	1110	2421	4200	021	451	610876A	580.00
FOLLETT CONTENT SOLUTIONS	03/23/2023	839443	PO231831	01	0801	0	1110	1000	5813	021	123	610876	5.99
FOLLETT CONTENT SOLUTIONS	03/23/2023	839443	PO231831	01	0801	0	1110	1000	5813	021	123	610876 CR	(5.99)
FOLLETT CONTENT SOLUTIONS Total													1,243.86
FOLLETT CONTENT SOLUTIONS LLC	03/28/2023	841054	PO232207	01	0000	0	1110	2421	4200	008	451	652525	155.30
FOLLETT CONTENT SOLUTIONS LLC Total													155.30

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FRANK AND GROSSMAN	03/07/2023	835419	PO230673	01	0000	0	0000	8200	5899	090	760	22400	2,080.00
FRANK AND GROSSMAN Total													2,080.00
FREESTYLE PHOTO	03/02/2023	834613	PO231158	01	0000	0	1228	1000	4320	033	070	1654597	1,012.64
FREESTYLE PHOTO	03/16/2023	837767	PO231158	01	0000	0	1228	1000	4320	033	070	1655006	607.58
FREESTYLE PHOTO	03/16/2023	837767	PO232143	01	6388	0	3800	1000	4320	033	318	1656703	555.27
FREESTYLE PHOTO	03/23/2023	839445	PO232143	01	6388	0	3800	1000	4320	033	318	1657422	11.83
FREESTYLE PHOTO Total													2,187.32
GOW SUPPLY COMPANY	03/14/2023	837182	PO230684	01	8150	0	0000	8110	4320	090	741	455014	137.29
GOW SUPPLY COMPANY Total													137.29
GRAHAM, RONALD MICHAEL	03/14/2023	837263	PV230660	01	0000	0	1110	1000	4320	012	322	36236	586.73
GRAHAM, RONALD MICHAEL	03/23/2023	839426	PO230302	01	0000	0	9744	8400	4320	032	322	37010	7.97
GRAHAM, RONALD MICHAEL	03/23/2023	839380	PO230777	01	0000	0	1227	1000	4320	025	070	41111	5.49
GRAHAM, RONALD MICHAEL	03/23/2023	839380	PO230777	01	0000	0	1227	1000	4320	025	070	41112	9.61
GRAHAM, RONALD MICHAEL	03/23/2023	839426	PO230302	01	0000	0	9744	8400	5600	032	322	37010	185.00
GRAHAM, RONALD MICHAEL	03/23/2023	839380	PO230777	01	0000	0	1227	1000	5600	025	070	41111	50.00
GRAHAM, RONALD MICHAEL	03/23/2023	839380	PO230777	01	0000	0	1227	1000	5600	025	070	41112	150.00
GRAHAM, RONALD MICHAEL Total													994.80
GRAINGER	03/02/2023	834631	PO230460	01	8150	0	0000	8110	4320	090	741	9611386252	558.65
GRAINGER	03/02/2023	834600	PO231379	01	0000	0	0000	7540	4320	090	761	9479409790	933.82
GRAINGER	03/14/2023	837264	PO230460	01	8150	0	0000	8110	4320	090	741	7108571477	2,718.41
GRAINGER	03/16/2023	837758	PO230460	01	8150	0	0000	8110	4320	090	741	9621359323	107.53
GRAINGER	03/23/2023	839386	PO230460	01	8150	0	0000	8110	4320	090	741	9620186313	198.00
GRAINGER	03/23/2023	839386	PO230460	01	8150	0	0000	8110	4320	090	741	9635584577	198.00
GRAINGER	03/23/2023	839390	PO230460	01	8150	0	0000	8110	4320	090	741	9625963088	487.41
GRAINGER	03/23/2023	839390	PO230460	01	8150	0	0000	8110	4320	090	741	9625963070	48.45
GRAINGER	03/23/2023	839398	PO230460	01	8150	0	0000	8110	4320	090	741	9628126873	61.74
GRAINGER	03/28/2023	841057	PO230460	01	8150	0	0000	8110	4320	090	741	9634218706	154.26
GRAINGER	03/23/2023	839398	PO232236	01	0000	0	0000	0000	9320	000		9644348725	186.97
GRAINGER Total													5,653.24
GREEN CAB PENINSULA	03/14/2023	837210	PO230834	01	0000	0	5760	3600	5820	090	781	2213	5,700.00
GREEN CAB PENINSULA Total													5,700.00
HANNA INTERPRETING	03/09/2023	836201	PO230693	01	6500	0	5760	1190	5899	090	245	479961	17,850.00
HANNA INTERPRETING Total													17,850.00
HAUTAU, PATRICK G	03/16/2023	837794	PO232137	01	6388	0	3800	3900	5801	033	318	00001	3,960.00
HAUTAU, PATRICK G Total													3,960.00
HEMMERLA, KARL	03/14/2023	837218	PV230649	01	9010	0	1110	1000	4320	041	212S	SEP22 - UNIT STAND	87.85
HEMMERLA, KARL	03/14/2023	837218	PV230650	01	9010	0	1110	1000	4320	041	212S	DEC22 -SILK SCREEN SUPPLIES	42.08
HEMMERLA, KARL Total													129.93
HERNANDEZ, NORMA	03/23/2023	839430	PV230701	01	6500	0	5760	2490	5820	090	245	FEB23 MILEAGE	102.30
HERNANDEZ, NORMA Total													102.30
HEW, MARIANNE	03/16/2023	837799	PV230678	01	7810	0	1110	1000	5210	090	365	MAR23 ETHNIC STUDIESCONF	381.29

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HEW, MARIANNE Total													381.29
HILLYARD	03/02/2023	834602	PO230029	01	0000	0	0000	8200	4320	010	759	605036993	567.66
HILLYARD	03/02/2023	834610	PO230120	01	0000	0	0000	8200	4320	033	759	605036992	1,023.49
HILLYARD	03/02/2023	834602	PO230314	01	0000	0	0000	8200	4320	032	759	605036988	655.03
HILLYARD	03/02/2023	834620	PO230362	01	0000	0	0000	8200	4320	021	759	605036989	409.39
HILLYARD	03/02/2023	834614	PO230851	01	0000	0	0000	8200	4320	012	759	605022978	997.28
HILLYARD	03/02/2023	834602	PO231492	01	0000	0	0000	8200	4320	009	759	605036994	245.64
HILLYARD	03/09/2023	836207	PO230400	01	0000	0	0000	8200	4320	022	759	605047068	257.50
HILLYARD	03/09/2023	836211	PO230400	01	0000	0	0000	8200	4320	022	759	605044680	751.06
HILLYARD	03/14/2023	837232	PO230029	01	0000	0	0000	8200	4320	010	759	605051212	710.60
HILLYARD	03/14/2023	837265	PO230314	01	0000	0	0000	8200	4320	032	759	605047653	3,169.72
HILLYARD	03/14/2023	837212	PO230362	01	0000	0	0000	8200	4320	021	759	605047070	186.88
HILLYARD	03/14/2023	837232	PO230851	01	0000	0	0000	8200	4320	012	759	605041595	1,115.45
HILLYARD	03/14/2023	837253	PO230899	01	0000	0	0000	8200	4320	007	759	605051211	212.92
HILLYARD	03/14/2023	837232	PO231033	01	0000	0	0000	8200	4320	006	759	605047069	128.75
HILLYARD	03/16/2023	837761	PO230066	01	6500	0	5760	1190	4320	005	245	605025815	445.11
HILLYARD	03/16/2023	837759	PO230362	01	0000	0	0000	8200	4320	021	759	605025816	1,378.40
HILLYARD	03/16/2023	837761	PO230685	01	0000	0	0000	8200	4320	002	759	605028770	506.30
HILLYARD	03/21/2023	838733	PO231007	01	0000	0	0000	8200	4320	031	759	605052158	1,682.47
HILLYARD	03/23/2023	839421	PO231234	01	0000	0	0000	8200	4320	014	759	605047067	1,728.66
HILLYARD	03/28/2023	841061	PO230120	01	0000	0	0000	8200	4320	033	759	605065074	4,459.66
HILLYARD	03/28/2023	841031	PO231234	01	0000	0	0000	8200	4320	014	759	605061215	475.21
HILLYARD	03/09/2023	836207	PO232086	01	0000	0	0000	0000	9320	000		605047071	1,616.22
HILLYARD Total													22,723.40
HOME DEPOT CREDIT SERVICES	03/07/2023	835414	PO230451	01	8150	0	0000	8110	4320	090	741	6035322502554250 FEB23	4,040.42
HOME DEPOT CREDIT SERVICES	03/28/2023	841049	PO230451	01	8150	0	0000	8110	4320	090	741	6035322502554250 MAR23	3,461.54
HOME DEPOT CREDIT SERVICES	03/28/2023	841049	PO230451	01	0000	0	0000	8200	4320	090	760	6035322502554250 MAR23	1,761.27
HOME DEPOT CREDIT SERVICES Total													9,263.23
HOME DEPOT PRO, THE	03/23/2023	839424	PO231971	01	0000	0	0000	0000	9320	000		735247017	314.19
HOME DEPOT PRO, THE Total													314.19
HOW TO ABA INC.	03/14/2023	837222	PO231024	01	6500	0	5760	1190	5813	090	245	92122	210.00
HOW TO ABA INC. Total													210.00
HUNTLEY, GRACE	03/16/2023	837752	PV230665	01	6500	0	5760	2490	5820	090	230	SEP22 MILEAGE	73.08
HUNTLEY, GRACE	03/16/2023	837752	PV230666	01	6500	0	5760	2490	5820	090	230	OCT22 MILEAGE	73.08
HUNTLEY, GRACE	03/16/2023	837752	PV230667	01	6500	0	5760	2490	5820	090	230	NOV22 MILEAGE	40.60
HUNTLEY, GRACE	03/16/2023	837752	PV230668	01	6500	0	5760	2490	5820	090	230	DEC22 MILEAGE	40.60
HUNTLEY, GRACE	03/16/2023	837752	PV230669	01	6500	0	5760	2490	5820	090	230	JAN23 MILEAGE	89.46
HUNTLEY, GRACE	03/16/2023	837775	PV230670	01	6500	0	5760	2490	5820	090	230	FEB23 MILEAGE	76.48
HUNTLEY, GRACE Total													393.30
HUNTLEY, MELANIE	03/23/2023	839431	PV230702	01	6500	0	5760	2490	5820	090	230	FEB23 MILEAGE	59.64
HUNTLEY, MELANIE Total													59.64

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INTERACTIVE DIGITAL SOLUTIONS	03/09/2023	836220	PO231140	01	0000	0	0000	2424	4320	090	735	INV-19401	3,585.23
INTERACTIVE DIGITAL SOLUTIONS	03/09/2023	836220	PO231140	01	0000	0	0000	2424	4320	090	735	INV-19401 A	130.00
INTERACTIVE DIGITAL SOLUTIONS Total													3,715.23
J.W. PEPPER & SON INC	03/02/2023	834597	PO230320	01	0000	0	1110	1000	4320	032	322	364935095	106.47
J.W. PEPPER & SON INC	03/28/2023	841058	PO230122	01	0000	0	1227	1000	5813	033	070	365012246	54.48
J.W. PEPPER & SON INC Total													160.95
JOHNSTONE SUPPLY	03/07/2023	835431	PO230601	01	8150	0	0000	8110	4320	090	741	110-S100886687.002	59.85
JOHNSTONE SUPPLY	03/23/2023	839387	PO230601	01	8150	0	0000	8110	4320	090	741	110-S100888821.001	164.39
JOHNSTONE SUPPLY	03/23/2023	839391	PO230601	01	8150	0	0000	8110	4320	090	741	110-S100890759.001	205.88
JOHNSTONE SUPPLY Total													430.12
KBA DOCUMENT SOLUTIONS LLC	03/09/2023	836226	PO230520	01	0000	0	1110	1000	5600	090	722	55Y1350678	6,552.22
KBA DOCUMENT SOLUTIONS LLC Total													6,552.22
KELLY SPICERS STORES	03/02/2023	834632	PO232022	01	0000	0	1110	1000	4320	021	070	11221451	1,567.65
KELLY SPICERS STORES	03/02/2023	834632	PO232022	01	0000	0	1110	1000	4320	021	070	11221403	182.41
KELLY SPICERS STORES	03/02/2023	834632	PO232022	01	0000	0	1110	1000	4320	021	070	11224979	18.83
KELLY SPICERS STORES	03/02/2023	834616	PO232079	01	0000	0	1110	1000	4320	014	070	11227367	1,508.03
KELLY SPICERS STORES	03/07/2023	835428	PO230321	01	0000	0	1110	1000	4320	032	070	11210421	240.85
KELLY SPICERS STORES	03/07/2023	835428	PO230321	01	0000	0	1110	1000	4320	032	070	11214769	(64.27)
KELLY SPICERS STORES	03/07/2023	835428	PO230321	01	0000	0	1110	1000	4320	032	070	11225801	(55.00)
KELLY SPICERS STORES	03/14/2023	837266	PO232172	01	0000	0	1110	1000	4320	006	070	11240843	2,507.90
KELLY SPICERS STORES	03/02/2023	834598	PO232056	01	0000	0	0000	0000	9320	000		11226187	4,007.69
KELLY SPICERS STORES Total													9,914.09
KIMBALL MIDWEST	03/14/2023	837223	PO231434	01	8150	0	0000	8110	4320	090	741	100828871	296.75
KIMBALL MIDWEST Total													296.75
KRUG, FRANCES S	03/23/2023	839435	PV230708	01	0000	0	0000	7600	3701	090	810	CERTIFICATED 4TH QTR FY 22-23	1,700.19
KRUG, FRANCES S Total													1,700.19
LAKESHORE	03/09/2023	836236	PO232036	01	0801	0	1110	1000	4320	013	180	455717022123	2,336.71
LAKESHORE	03/14/2023	837224	PO232039	01	3305	0	5760	1110	4320	090	245	455722022123	478.07
LAKESHORE	03/16/2023	837776	PO232117	01	0801	0	1110	1000	4320	006	180	480594022823	478.07
LAKESHORE	03/21/2023	838744	PO231956	01	9010	0	5001	3900	4320	090	350	420907020723	516.61
LAKESHORE	03/21/2023	838757	PO231956	01	9010	0	5001	3900	4320	090	350	504972030823	164.70
LAKESHORE	03/23/2023	839399	PO232144	01	0000	0	1110	1000	4320	002	070	504981030923	276.60
LAKESHORE	03/30/2023	841608	PO232183	01	0000	0	1110	1000	4320	002	070	521345031523	168.29
LAKESHORE	03/30/2023	841608	PO232246	01	0000	0	1110	1000	4320	014	070	543935032123	282.36
LAKESHORE Total													4,701.41
LAWSON PRODUCTS INC	03/21/2023	838769	PO230462	01	8150	0	0000	8110	4320	090	741	9310397837	704.37
LAWSON PRODUCTS INC Total													704.37
LEADER SERVICES	03/21/2023	838758	PV230690	01	9010	0	5001	3900	5899	090	350	CDS 6185	613.54
LEADER SERVICES Total													613.54
LEDFORD, GABRIELA	03/23/2023	839432	PV230705	01	6388	0	3800	1000	5210	033	318	FEB23 CTE CONF.	225.08
LEDFORD, GABRIELA Total													225.08

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LEONG, DANIELLE	03/21/2023	838770	MV230066	01	9218	0	0000	0000	8699	032	356	MAR23 EXAM REFUND	61.00
LEONG, DANIELLE Total													61.00
LIGHTSPEED TECHNOLOGIES INC	03/02/2023	834603	PO231986	01	6500	0	5760	1190	4420	090	215	148448	1,718.07
LIGHTSPEED TECHNOLOGIES INC Total													1,718.07
LINCOLN AQUATICS	03/14/2023	837163	PO230594	01	8150	0	0000	8110	4320	090	741	SL040026	1,112.74
LINCOLN AQUATICS	03/14/2023	837173	PO230594	01	8150	0	0000	8110	4320	090	741	SL040068	721.88
LINCOLN AQUATICS	03/14/2023	837225	PO230594	01	8150	0	0000	8110	4320	090	741	SL040160	491.57
LINCOLN AQUATICS	03/23/2023	839412	PO230594	01	8150	0	0000	8110	4320	090	741	SL040338	982.08
LINCOLN AQUATICS	03/23/2023	839412	PO230594	01	8150	0	0000	8110	4320	090	741	SL040353	944.55
LINCOLN AQUATICS	03/23/2023	839412	PO230594	01	8150	0	0000	8110	4320	090	741	SL040351	1,305.67
LINCOLN AQUATICS Total													5,558.49
LOUDAN, ROSELLE MARIE	03/14/2023	837167	PO230015	01	0801	0	0000	2700	5801	090	LIFT	17 -2/13-2/24	1,189.35
LOUDAN, ROSELLE MARIE	03/21/2023	838739	PO230015	01	0801	0	0000	2700	5801	090	LIFT	18/ - 2/27-3/10/23	1,538.62
LOUDAN, ROSELLE MARIE Total													2,727.97
LOWE'S BUSINESS ACCOUNT	03/09/2023	836191	PO230452	01	8150	0	0000	8110	4320	090	741	821 3105 920566 1 - FEB23	2,999.22
LOWE'S BUSINESS ACCOUNT Total													2,999.22
MAEDA, GAVIN	03/21/2023	838749	PV230679	01	0000	0	0000	2110	5210	090	762	MAR23 CONF - NAGTC	148.28
MAEDA, GAVIN Total													148.28
MANGUBAT, LEANA SUSAN	03/09/2023	836192	PO232116	01	0000	0	1112	3900	5801	090	323	1ST PAYMENT	7,334.00
MANGUBAT, LEANA SUSAN	03/09/2023	836192	PO232116	01	0000	0	1112	3900	5801	090	323	2ND PAYMENT	7,334.00
MANGUBAT, LEANA SUSAN Total													14,668.00
MAO, INGRID	03/30/2023	841609	PV230714	01	9207	0	1110	1000	4320	032	356	MAR23 8TH GRADE PRES.	61.06
MAO, INGRID	03/23/2023	839455	PV230703	01	9218	0	0000	2700	5220	032	356	MAR23 MILEAGE	6.82
MAO, INGRID Total													67.88
MARENEM INC.	03/14/2023	837204	PO232015	01	3010	0	1110	1000	4320	013	301	12910	1,412.40
MARENEM INC. Total													1,412.40
MARIACHI CONNECTION, THE	03/28/2023	841044	PO232224	01	0801	0	1110	1000	4320	022	123	220000176198	101.40
MARIACHI CONNECTION, THE Total													101.40
MARTINEZ, LEILAHNIE	03/16/2023	837800	PV230680	01	0000	0	0000	2700	5220	032	070	FEB23 MILEAGE	3.93
MARTINEZ, LEILAHNIE Total													3.93
MAXIM HEALTHCARE STAFFING	03/14/2023	837197	PO230696	01	3310	0	5760	1110	5899	090	201	E8569280132	24,084.70
MAXIM HEALTHCARE STAFFING	03/16/2023	837777	PO230696	01	3310	0	5760	1110	5899	090	201	E8716610132	25,903.40
MAXIM HEALTHCARE STAFFING	03/23/2023	839447	PO230696	01	3310	0	5760	1110	5899	090	201	E8824960132	32,678.15
MAXIM HEALTHCARE STAFFING Total													82,666.25
MAXX METALS	03/09/2023	836185	PO231322	01	8150	0	0000	8110	4320	090	741	199660	976.33
MAXX METALS	03/30/2023	841602	PO231322	01	8150	0	0000	8110	4320	090	741	199762	205.80
MAXX METALS	03/30/2023	841602	PO231322	01	8150	0	0000	8110	4320	090	741	199786	250.27
MAXX METALS	03/30/2023	841602	PO231322	01	8150	0	0000	8110	4320	090	741	199912	656.39
MAXX METALS	03/30/2023	841602	PO231322	01	8150	0	0000	8110	4320	090	741	199913	529.12
MAXX METALS Total													2,617.91
MCCLOSKEY, LIAM	03/14/2023	837249	PV230651	01	8150	0	0000	8110	4320	090	741	MAR23 KEY	10.88

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MCCLOSKEY, LIAM Total													10.88
MELARAGNO, MD, ALBERT J.	03/09/2023	836241	PO231762	01	6500	0	5760	1190	5899	090	245	DEC22 SVC	87.50
MELARAGNO, MD, ALBERT J. Total													87.50
METCALFE, WENDY	03/14/2023	837256	PV230655	01	6520	0	5001	3900	4320	090	352	NOV22 SUPPLIES	50.00
METCALFE, WENDY	03/14/2023	837256	PV230656	01	6520	0	5001	3900	4320	090	352	DEC22 SUPPLIES	50.00
METCALFE, WENDY	03/14/2023	837256	PV230657	01	6520	0	5001	3900	4320	090	352	JAN23 SUPPLIES	50.00
METCALFE, WENDY Total													150.00
METLIFE INSURANCE COMPANY	03/23/2023	839367	PV230693	01	0000	0	0000	7600	3701	090	810	APR23 PREMIUMS	13.79
METLIFE INSURANCE COMPANY	03/23/2023	839367	PV230693	01	0000	0	0000	0000	9573	000		APR23 PREMIUMS	3,647.07
METLIFE INSURANCE COMPANY	03/23/2023	839367	PV230693	01	0000	0	0000	0000	9573	000		APR23 PREMIUMS	4,936.83
METLIFE INSURANCE COMPANY Total													8,597.69
MIRACLE PLAYSYSTEMS INC.	03/21/2023	838771	PO230531	01	8150	0	0000	8110	4320	014	741	F2022-1170	2,592.24
MIRACLE PLAYSYSTEMS INC. Total													2,592.24
MORENO, DEANNA	03/16/2023	837801	PV230681	01	0000	0	1110	1000	5210	022	070	MAR23 CADA CONF	582.44
MORENO, DEANNA Total													582.44
MRC	03/23/2023	839361	PO230497	01	0000	0	0000	7550	5600	090	718	IN3328147	124.97
MRC	03/23/2023	839361	PO230497	01	0000	0	0000	7350	5600	090	717	IN3328147	42.63
MRC Total													167.60
MURRISH, LUCAS	03/14/2023	837159	PV230637	01	6500	0	5760	2490	5820	090	245	JAN23 MILEAGE	136.80
MURRISH, LUCAS Total													136.80
MUSIC FOR MINORS INC.	03/14/2023	837192	PO232077	01	9010	0	1110	1000	5899	013	356	007	5,668.00
MUSIC FOR MINORS INC.	03/14/2023	837192	PO232077	01	9010	0	1110	1000	5899	013	356	23101160	7,085.00
MUSIC FOR MINORS INC. Total													12,753.00
MYMC INC	03/28/2023	841014	PO230165	01	0000	0	0000	2424	5600	090	735	794	240.00
MYMC INC Total													240.00
MYSTERY SCIENCE INC.	03/14/2023	837205	PO232099	01	0000	0	0000	0000	9330	000		212319	1,395.00
MYSTERY SCIENCE INC. Total													1,395.00
NASCO	03/14/2023	837206	PO230116	01	0000	0	1201	1000	4320	033	070	404085	356.54
NASCO Total													356.54
NATIONAL BENEFIT SERVICES	03/14/2023	837233	PV230659	01	0000	0	0000	0000	9564	000		JUL22 - FEB23 CONTRIBUTIONS	6,400.00
NATIONAL BENEFIT SERVICES Total													6,400.00
NCS PEARSON INC.	03/14/2023	837226	PO231974	01	6500	0	5760	1190	4320	090	245	21269660	4,639.69
NCS PEARSON INC.	03/14/2023	837254	PO231993	01	6500	0	5760	1190	4320	090	245	21349823	853.73
NCS PEARSON INC.	03/14/2023	837254	PO231993	01	6500	0	5760	1190	5813	090	245	21336293	525.00
NCS PEARSON INC. Total													6,018.42
NETWORK CRAZE TECHNOLOGIES INC	03/23/2023	839404	PO230113	01	0000	0	0000	2424	4320	090	735	INV/2023/02277	389.56
NETWORK CRAZE TECHNOLOGIES INC Total													389.56
NICHOLS, CHRISTOPHER	03/21/2023	838750	PV230682	01	0000	0	1110	1000	5210	032	070	MAR23 CADA CONF	309.21
NICHOLS, CHRISTOPHER Total													309.21
NORTH CAROLINA STATE UNIV.	03/07/2023	835402	PO231674	01	9010	0	1110	1000	5899	090	360	GSL0002136	550.00
NORTH CAROLINA STATE UNIV. Total													550.00

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OAKLAND ZOO	03/16/2023	837785	PO232206	01	3213	0	1110	1000	5815	025	439	ORDER#889871	954.00
OAKLAND ZOO Total													954.00
OCCUPATIONAL HEALTH CENTERS	03/09/2023	836232	PO230749	01	0000	0	0000	7400	5899	090	715	78353553	30.00
OCCUPATIONAL HEALTH CENTERS Total													30.00
ODENCRANS, ERICA	03/14/2023	837219	PV230652	01	0000	0	1110	1000	5210	021	070	CADA CONF FEB/MAR23	188.90
ODENCRANS, ERICA Total													188.90
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231853	01	3345	0	5730	1190	4320	005	205	286359578002	6.46
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231925	01	6500	0	5730	1190	4320	005	205	290890248003	10.75
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231925	01	6500	0	5730	1190	4320	005	205	290890248002	3.91
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231925	01	6500	0	5730	1190	4320	005	205	290913394001	5.04
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231925	01	6500	0	5730	1190	4320	005	205	290913359001	157.87
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231925	01	6500	0	5730	1190	4320	005	205	290913358001	64.07
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231925	01	6500	0	5730	1190	4320	005	205	290890248001	540.59
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231980	01	6520	0	5001	2700	4320	090	352	291613872001	45.04
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231980	01	6520	0	5001	2700	4320	090	352	290640402001	361.98
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231988	01	0000	0	1110	1000	4320	002	070	292841357001	126.50
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231995	01	3010	0	1110	1000	4320	022	301	284576868001	539.09
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231997	01	0000	0	1110	1000	4320	032	070	292392395001	98.33
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231999	01	0000	0	1110	1000	4320	032	070	291088007001	88.43
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO232000	01	0000	0	1110	1000	4320	033	070	287405722001	139.89
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO230055	01	0000	0	0000	2424	4320	090	735	293599468001	62.38
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO230055	01	0000	0	0000	2424	4320	090	735	293597888001	12.08
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO231188	01	0000	0	3200	1000	4320	031	116	266863332001	371.65
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO231872	01	0000	0	0000	3130	4320	090	503	284309509002	31.55
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837162	PO231925	01	6500	0	5730	1190	4320	005	205	290913396001	78.08
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO231954	01	6500	0	5760	1190	4320	005	245	289293991001	334.01
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232002	01	0000	0	1110	2421	4320	025	451	292821765001	38.56
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232002	01	0000	0	1110	1000	4320	025	070	288216568002	30.75
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232002	01	0000	0	1110	1000	4320	025	070	292821762001	28.14
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232002	01	0000	0	1110	1000	4320	025	070	288216568001	1,130.78
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232009	01	0000	0	1110	1000	4320	025	070	292848067001	93.47
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232083	01	0000	0	0000	8200	4320	090	760	294435819001	16.71
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232083	01	0000	0	0000	8200	4320	090	760	294430472001	487.66
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232085	01	0000	0	0000	7350	4320	090	717	295163339001	21.96
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232085	01	0000	0	0000	7350	4320	090	717	295163336001	47.22
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232085	01	0000	0	0000	7350	4320	090	717	295163335001	33.46
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232085	01	0000	0	0000	7350	4320	090	717	295162116001	139.39
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232091	01	0000	0	0000	7340	4320	090	717	289982894001	826.42
ODP BUSINESS SOLUTIONS LLC	03/14/2023	837260	PO232091	01	0000	0	0000	7340	4320	090	717	289955085001	21.96
ODP BUSINESS SOLUTIONS LLC	03/16/2023	837755	PO232014	01	0000	0	1110	1000	4320	025	070	292672759001	255.23
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	CM230028	01	0000	0	1110	1000	4320	010	070	276134268001	(223.91)

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ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO230055	01	0000	0	0000	2424	4320	090	735	292731175001	153.90
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO230055	01	0000	0	0000	2424	4320	090	735	29224135001	(28.14)
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO230055	01	0000	0	0000	2424	4320	090	735	300528464001	70.64
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO230055	01	0000	0	0000	2424	4320	090	735	302940033001	90.53
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232023	01	0000	0	1110	1000	4320	002	070	290669694001	48.26
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232023	01	0000	0	1110	1000	4320	002	070	289865940001	47.38
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232091	01	0000	0	0000	7340	4320	090	717	289982894002	41.73
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232112	01	0000	0	1110	1000	4320	010	070	295238067001	45.38
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232112	01	0000	0	1110	1000	4320	010	070	295233617001	161.56
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232149	01	0000	0	0000	7400	4320	090	715	296160314001	118.85
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232152	01	0000	0	1110	1000	4320	008	070	30019581001	516.94
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232165	01	0000	0	1110	1000	4320	010	070	301459751001	161.56
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232169	01	0000	0	0000	7150	4320	090	714	300103684001	120.24
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PV230695	01	0000	0	1110	1000	4320	010	070	276134274001	156.98
ODP BUSINESS SOLUTIONS LLC	03/28/2023	841064	PO230004	01	0000	0	1110	1000	4320	008	070	247808857002	75.04
ODP BUSINESS SOLUTIONS LLC	03/28/2023	841064	PO230676	01	0000	0	1110	1000	4320	007	070	258140669003	238.22
ODP BUSINESS SOLUTIONS LLC	03/28/2023	841064	PO230676	01	0000	0	1110	1000	4320	007	070	263999275001	(237.20)
ODP BUSINESS SOLUTIONS LLC	03/28/2023	841064	PO231338	01	0000	0	1110	1000	4320	032	070	271384379001	(24.38)
ODP BUSINESS SOLUTIONS LLC	03/28/2023	841064	PO231338	01	0000	0	1110	1000	4320	032	070	271331058001	83.04
ODP BUSINESS SOLUTIONS LLC	03/28/2023	841064	PO231946	01	0000	0	1110	1000	4320	002	070	291260137001	80.21
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232149	01	0000	0	0000	7400	4322	090	715	296160314001	65.96
ODP BUSINESS SOLUTIONS LLC	03/23/2023	839446	PO232193	01	0000	0	0000	7400	4420	090	715	300295138001	2,501.26
ODP BUSINESS SOLUTIONS LLC Total													10,513.46
OLDS, BARBARA	03/23/2023	839457	PV230709	01	0000	0	0000	7600	3701	090	810	CERTIFICATED 4TH QTR FY 22-23	1,724.31
OLDS, BARBARA Total													1,724.31
O'NEIL, SHARON T.	03/21/2023	831939	PO232037	01	0000	0	1110	1000	5899	090	340	032119	(1,000.00)
O'NEIL, SHARON T.	03/23/2023	839433	PV230704	01	0000	0	1110	1000	5899	090	340	REISSUE - 032119	1,000.00
O'NEIL, SHARON T. Total													-
ORELLANA, KYANA	03/16/2023	837786	PO232210	01	0801	0	1110	1000	5899	032	180	000101	400.00
ORELLANA, KYANA Total													400.00
OTIS ELEVATOR COMPANY	03/09/2023	836214	PO230470	01	8150	0	0000	8110	5600	090	741	100401077706	1,807.91
OTIS ELEVATOR COMPANY	03/30/2023	841618	PO230470	01	8150	0	0000	8110	5600	090	741	100401110369	1,807.91
OTIS ELEVATOR COMPANY Total													3,615.82
OUTDOOR SUPPLY HARDWARE	03/14/2023	837168	PO230480	01	8150	0	0000	8110	4320	090	741	1647435356	880.66
OUTDOOR SUPPLY HARDWARE Total													880.66
P & R PAPER SUPPLY CO	03/21/2023	838759	PO232063	01	0000	0	0000	0000	9320	000		60089922-00	446.10
P & R PAPER SUPPLY CO Total													446.10
P G & E	03/14/2023	837203	PO230500	01	0000	0	0000	8200	5510	090	760	7314282172-4 FEB23	229,932.52
P G & E Total													229,932.52
PAR INC.	03/16/2023	837753	PO231979	01	6500	0	5760	1190	4320	090	245	IN-00173241	126.37
PAR INC. Total													126.37

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PARTS-PEOPLE.COM INC	03/30/2023	841603	PO232060	01	0000	0	0000	2424	4320	090	735	790043	149.95
PARTS-PEOPLE.COM INC Total													149.95
PAUL H. BROOKES PUBLISHING CO.	03/23/2023	839405	PO232157	01	3308	0	5730	1110	4320	005	205	1252364	223.48
PAUL H. BROOKES PUBLISHING CO. Total													223.48
PENINSULA BATTERY INC	03/09/2023	836215	PO230607	01	8150	0	0000	8110	4320	090	741	139967	232.69
PENINSULA BATTERY INC	03/16/2023	837778	PO230607	01	8150	0	0000	8110	4320	090	741	139988	232.69
PENINSULA BATTERY INC Total													465.38
PENINSULA BAY VOLLEYBALL	03/28/2023	841015	PO231069	01	9219	0	1202	1000	5899	032	356	2023-NL9	474.00
PENINSULA BAY VOLLEYBALL Total													474.00
PROCARE THERAPY	03/09/2023	836242	PO230694	01	6500	0	5760	1190	5899	090	245	20602447	2,502.50
PROCARE THERAPY	03/09/2023	836242	PO230694	01	6500	0	5760	1190	5899	090	245	20602464	3,500.00
PROCARE THERAPY	03/09/2023	836242	PO230694	01	6500	0	5760	1190	5899	090	245	20607535	2,502.50
PROCARE THERAPY	03/09/2023	836242	PO230694	01	6500	0	5760	1190	5899	090	245	20608017	3,500.00
PROCARE THERAPY	03/23/2023	839400	PO230694	01	6500	0	5760	1190	5899	090	245	20623486	2,002.00
PROCARE THERAPY	03/23/2023	839400	PO230694	01	6500	0	5760	1190	5899	090	245	20623488	2,002.00
PROCARE THERAPY	03/23/2023	839400	PO230694	01	6500	0	5760	1190	5899	090	245	20623489	2,850.00
PROCARE THERAPY	03/23/2023	839400	PO230694	01	6500	0	5760	1190	5899	090	245	20623490	3,550.00
PROCARE THERAPY	03/23/2023	839400	PO230694	01	6500	0	5760	1190	5899	090	245	20623491	2,618.00
PROCARE THERAPY Total													25,027.00
PRO-ED INC.	03/21/2023	838772	PO231719	01	6500	0	5760	1190	5813	090	245	2971463	247.22
PRO-ED INC. Total													247.22
PROFESSIONAL TUTORS OF AMERICA	03/07/2023	835432	PO230782	01	6500	0	5760	1190	5899	090	245	89867	1,140.00
PROFESSIONAL TUTORS OF AMERICA Total													1,140.00
PROVO CANYON SCHOOL	03/23/2023	839448	PO230690	01	6500	0	5760	1180	5870	090	230	JAN23 TESTING	2,640.00
PROVO CANYON SCHOOL	03/23/2023	839448	PO230690	01	6500	0	5760	1180	5870	090	230	JAN23 SVC	4,154.00
PROVO CANYON SCHOOL	03/23/2023	839448	PO230690	01	6500	0	5760	1180	5870	090	230	FEB23 SVC	3,752.00
PROVO CANYON SCHOOL	03/23/2023	839448	PO230690	01	6500	0	5760	1180	5880	090	230	JAN23 SVC	3,780.00
PROVO CANYON SCHOOL	03/23/2023	839448	PO230690	01	6500	0	5760	1180	5880	090	230	FEB23 SVC	3,591.00
PROVO CANYON SCHOOL	03/23/2023	839448	PO230690	01	6500	0	5760	1180	5899	090	230	JAN23 SVC	7,285.00
PROVO CANYON SCHOOL	03/23/2023	839448	PO230690	01	6500	0	5760	1180	5899	090	230	FEB23 SVC	6,580.00
PROVO CANYON SCHOOL Total													31,782.00
QBS LLC	03/23/2023	839449	PO230576	01	6500	0	5760	1190	5899	090	245	122145	108.00
QBS LLC Total													108.00
QUADIENT LEASING USA INC	03/23/2023	839374	PO230524	01	0000	0	0000	7550	5600	090	718	N9850848	1,801.54
QUADIENT LEASING USA INC	03/23/2023	839374	PO230526	01	0000	0	0000	7550	5600	090	718	N9850848-1	1,376.01
QUADIENT LEASING USA INC Total													3,177.55
R & H WHOLESALE SUPPLY INC	03/09/2023	836193	PO230616	01	8150	0	0000	8110	4320	090	741	583283-00	145.58
R & H WHOLESALE SUPPLY INC	03/09/2023	836193	PO230616	01	8150	0	0000	8110	4320	090	741	582480-00	349.01
R & H WHOLESALE SUPPLY INC	03/14/2023	837174	PO230616	01	8150	0	0000	8110	4320	090	741	538540-00	26.42
R & H WHOLESALE SUPPLY INC	03/14/2023	837174	PO230616	01	8150	0	0000	8110	4320	090	741	584022-00	506.55
R & H WHOLESALE SUPPLY INC	03/14/2023	837174	PO230616	01	8150	0	0000	8110	4320	090	741	583681-00	57.36

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R & H WHOLESALE SUPPLY INC	03/30/2023	841604	PO230616	01	8150	0	0000	8110	4320	090	741	583649-00	541.45
R & H WHOLESALE SUPPLY INC	03/30/2023	841604	PO230616	01	8150	0	0000	8110	4320	090	741	584311-00	506.55
R & H WHOLESALE SUPPLY INC	03/30/2023	841604	PO230616	01	8150	0	0000	8110	4320	090	741	584096-00	1,290.61
R & H WHOLESALE SUPPLY INC	03/30/2023	841604	PO230616	01	8150	0	0000	8110	4320	090	741	584197-00	172.05
R & H WHOLESALE SUPPLY INC	03/30/2023	841604	PO230616	01	8150	0	0000	8110	4320	090	741	584323-00	21.25
R & H WHOLESALE SUPPLY INC	03/30/2023	841604	PO230616	01	8150	0	0000	8110	4320	090	741	583280-00	2,853.44
R & H WHOLESALE SUPPLY INC	03/30/2023	841622	PO230616	01	8150	0	0000	8110	4320	090	741	584427-00	169.61
R & H WHOLESALE SUPPLY INC Total													6,639.88
R S D - REFRIGERATION SUPPLIES	03/09/2023	836216	PO230465	01	8150	0	0000	8110	4320	090	741	39342592-00	773.52
R S D - REFRIGERATION SUPPLIES	03/23/2023	839375	PO230465	01	8150	0	0000	8110	4320	090	741	39343606-00	143.10
R S D - REFRIGERATION SUPPLIES Total													916.62
READY REFRESH	03/14/2023	837169	PO230316	01	0000	0	1110	1000	4322	032	070	13B0029550423	461.16
READY REFRESH	03/16/2023	837804	PO230119	01	9010	0	1110	1000	4322	033	356	23C3707625400	124.89
READY REFRESH	03/21/2023	838740	PO230316	01	0000	0	1110	1000	4322	032	070	13C0029550423	282.32
READY REFRESH	03/30/2023	841610	PO230301	01	0000	0	0000	2110	4322	090	762	03B0033464884	21.01
READY REFRESH	03/30/2023	841610	PO230301	01	0000	0	0000	2110	4322	090	762	03C0033464884	41.01
READY REFRESH Total													930.39
RICHARDSON, MINA	03/16/2023	837802	PV230683	01	0000	0	0000	7110	5210	090	713	NOV22 CSBA CONF.	60.00
RICHARDSON, MINA Total													60.00
RIDDELL/ALL AMERICAN SPORTS	03/02/2023	834604	PO231891	01	0000	0	9744	8400	5600	032	322	951770951_00	9,016.21
RIDDELL/ALL AMERICAN SPORTS	03/02/2023	834604	PO231891	01	0000	0	9744	8400	5600	032	322	951770951_00-1	977.27
RIDDELL/ALL AMERICAN SPORTS Total													9,993.48
RIGG, RICHARD J	03/23/2023	839436	PV230710	01	0000	0	0000	7600	3701	090	810	CERTIFICATED 4TH QTR FY 22-23	332.91
RIGG, RICHARD J Total													332.91
RINGSEIS, MARLIS	03/16/2023	837805	PV230684	01	6388	0	3800	1000	5210	090	318	FEB23 EDUC. FOR CAREERS CONF	169.94
RINGSEIS, MARLIS Total													169.94
RIVERSIDE INSIGHTS	03/09/2023	836237	PO231994	01	6500	0	5760	1190	4320	090	245	INV155396	12,297.77
RIVERSIDE INSIGHTS Total													12,297.77
RO HEALTH	03/07/2023	835433	PO231295	01	6500	0	5760	1190	5899	090	245	122080	3,223.80
RO HEALTH	03/14/2023	837198	PO231295	01	6500	0	5760	1190	5899	090	245	118196	2,137.80
RO HEALTH	03/14/2023	837198	PO231295	01	6500	0	5760	1190	5899	090	245	120009	3,244.20
RO HEALTH	03/14/2023	837198	PO231295	01	6500	0	5760	1190	5899	090	245	120615	4,026.60
RO HEALTH	03/23/2023	839376	PO231295	01	6500	0	5760	1190	5899	090	245	122980	2,660.40
RO HEALTH Total													15,292.80
ROBERT HALF	03/02/2023	834605	PO230324	01	0000	0	0000	7490	5899	090	716	61598108	1,658.63
ROBERT HALF	03/09/2023	836233	PO230324	01	0000	0	0000	7490	5899	090	716	61415829	1,658.63
ROBERT HALF	03/14/2023	837207	PO231382	01	0000	0	0000	2424	5899	090	735	61386606	2,169.68
ROBERT HALF	03/14/2023	837207	PO231382	01	0000	0	0000	2424	5899	090	735	61392485	3,367.34
ROBERT HALF	03/14/2023	837207	PO231382	01	0000	0	0000	2424	5899	090	735	61467217	3,760.77
ROBERT HALF	03/14/2023	837207	PO231382	01	0000	0	0000	2424	5899	090	735	61622568	2,893.40
ROBERT HALF	03/14/2023	837257	PO231382	01	0000	0	0000	2424	5899	090	735	61669170	2,990.29

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ROBERT HALF	03/16/2023	837769	PO231382	01	0000	0	0000	2424	5899	090	735	61681345	3,584.30
ROBERT HALF	03/23/2023	839452	PO230324	01	0000	0	0000	7490	5899	090	716	61627614	1,326.90
ROBERT HALF	03/23/2023	839452	PO230324	01	0000	0	0000	7490	5899	090	716	61663562	1,658.63
ROBERT HALF	03/23/2023	839452	PO230324	01	0000	0	0000	7490	5899	090	716	61699723	1,658.63
ROBERT HALF Total													26,727.20
ROCKETT, JENNIFER	03/21/2023	838751	PV230685	01	6388	0	3800	1000	5210	090	318	FEB23 EDUCATING FOR CAREERS CC	195.63
ROCKETT, JENNIFER Total													195.63
RODRIGUEZ, JANET	03/14/2023	837170	PO230891	01	3010	0	1110	1000	5801	016	301	17	621.00
RODRIGUEZ, JANET	03/14/2023	837170	PO230891	01	3010	0	1110	1000	5801	016	301	18	552.00
RODRIGUEZ, JANET	03/16/2023	837770	PO230891	01	3010	0	1110	1000	5801	016	301	19	529.00
RODRIGUEZ, JANET	03/16/2023	837770	PO230891	01	3010	0	1110	1000	5801	016	301	20	644.00
RODRIGUEZ, JANET	03/30/2023	841623	PO230891	01	3010	0	1110	1000	5801	016	301	21	517.50
RODRIGUEZ, JANET	03/30/2023	841623	PO230891	01	3010	0	1110	1000	5801	016	301	22	609.50
RODRIGUEZ, JANET Total													3,473.00
ROSENMAN, AMELIA	03/21/2023	838752	PO232054	01	9010	0	1110	1000	5801	090	053	2	608.95
ROSENMAN, AMELIA	03/21/2023	838752	PO232054	01	9010	0	1110	1000	5801	090	055	2	32.05
ROSENMAN, AMELIA Total													641.00
ROYAL PIN DONUTS	03/28/2023	841045	PO231446	01	0000	0	1110	1000	4322	021	070	285925	59.85
ROYAL PIN DONUTS	03/30/2023	841605	PO230384	01	0000	0	0000	7110	4322	090	713	285926	58.95
ROYAL PIN DONUTS Total													118.80
S.F. GIANTS/ORACLE PARK TOURS	03/16/2023	837795	PO232203	01	3213	0	1110	1000	5815	025	439	30448065	900.00
S.F. GIANTS/ORACLE PARK TOURS Total													900.00
SACRAMENTO COUNTY OFFICE OF ED	03/23/2023	839401	PO232237	01	0000	0	1110	1000	5899	033	070	APR23 COMPETIONN	1,365.00
SACRAMENTO COUNTY OFFICE OF ED Total													1,365.00
SAN FRANCISCO STATE UNIVERSITY	03/09/2023	836194	PO232110	01	0000	0	0000	7400	5899	090	715	767777	5,000.00
SAN FRANCISCO STATE UNIVERSITY Total													5,000.00
SAN FRANCISCO WINDOW & DOOR CO	03/09/2023	836186	PO230613	01	8150	0	0000	8110	4320	090	741	45610	936.13
SAN FRANCISCO WINDOW & DOOR CO Total													936.13
SAN MATEO COUNTY	03/14/2023	837199	PO231842	01	6546	0	5760	3120	5899	090	245	SSFUSD1122	4,273.30
SAN MATEO COUNTY	03/14/2023	837199	PO231842	01	3327	0	5760	3120	5899	090	245	SSFUSD1122	1,300.57
SAN MATEO COUNTY	03/14/2023	837199	PO231842	01	6500	0	5760	3120	5899	090	245	SSFUSD1122	13,005.69
SAN MATEO COUNTY Total													18,579.56
SAN MATEO UNION HIGH DISTRICT	03/09/2023	836187	PO232108	01	9010	0	1110	1000	5821	009	356	23075	820.00
SAN MATEO UNION HIGH DISTRICT	03/28/2023	841034	PO232250	01	0000	0	1110	1000	5821	090	764	23092	2,000.00
SAN MATEO UNION HIGH DISTRICT Total													2,820.00
SARTOR - QUALITY SAW WORKS	03/14/2023	837234	PO231529	01	8150	0	0000	8110	4320	090	741	132528	157.00
SARTOR - QUALITY SAW WORKS Total													157.00
SCHOLASTIC INC	03/14/2023	837164	PO231967	01	0000	0	1110	1000	4200	002	070	46408653	110.04
SCHOLASTIC INC	03/28/2023	841035	PO232191	01	0000	0	1110	2421	4200	013	451	47628925	37.13
SCHOLASTIC INC	03/28/2023	841065	PO232191	01	0000	0	1110	2421	4200	013	451	47636474	231.15
SCHOLASTIC INC	03/09/2023	836238	PO231866	01	0801	0	1110	1000	4320	013	180	M7320703 7	431.28

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SCHOLASTIC INC	03/09/2023	836238	PO231866	01	0801	0	1110	1000	4320	013	180	M7320703 7-1	43.14
SCHOLASTIC INC Total													852.74
SCHOOL HOUSE GROCERY	03/14/2023	837208	PO231515	01	0000	0	0000	7400	4322	090	715	9900	56.37
SCHOOL HOUSE GROCERY Total													56.37
SCHOOL NURSE SUPPLY INC	03/09/2023	836239	PO232057	01	0000	0	0000	0000	9320	000		0938299-IN	413.71
SCHOOL NURSE SUPPLY INC Total													413.71
SCHOOL OUTFITTERS	03/14/2023	837227	PO231630	01	9010	0	1110	1000	4420	010	356	INV13943851	1,268.47
SCHOOL OUTFITTERS	03/14/2023	837258	PO231630	01	9010	0	1110	1000	4420	010	356	INV13943851-1	328.40
SCHOOL OUTFITTERS Total													1,596.87
SCHOOL SERVICES OF CALIFORNIA,	03/14/2023	837235	PO230528	01	0000	0	0000	7350	5899	090	717	136815-IN	355.00
SCHOOL SERVICES OF CALIFORNIA, Total													355.00
SCHOOL SPECIALTY LLC	03/21/2023	838741	PO231903	01	0000	0	1110	1000	4320	032	070	208131802631	86.16
SCHOOL SPECIALTY LLC	03/21/2023	838745	PO232111	01	0000	0	1110	1000	4320	012	070	308104246711	536.91
SCHOOL SPECIALTY LLC	03/28/2023	841066	PO231903	01	0000	0	1110	1000	4320	032	070	208132019128	81.75
SCHOOL SPECIALTY LLC	03/28/2023	841066	PO232158	01	3010	0	1110	1000	4320	007	301	208132001869	292.64
SCHOOL SPECIALTY LLC Total													997.46
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	33182	25,699.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	33293	13,381.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	33882	19,434.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	33984	13,381.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	34614	18,666.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	34557	21,669.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	35334	15,851.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	35335	22,953.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	36053	14,952.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	36054	20,056.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	36703	17,719.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	36704	24,670.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	37453	17,084.00
SCOOT EDUCATION INC.	03/23/2023	839453	PO231431	01	0000	0	0000	7400	5899	090	715	37454	22,881.00
SCOOT EDUCATION INC. Total													268,396.00
SERVICE PRESS INC.	03/28/2023	841016	PO232113	01	0000	0	0000	7340	5810	090	717	62598	219.00
SERVICE PRESS INC. Total													219.00
SIEMENS INDUSTRY INC.	03/28/2023	841017	PO232020	01	0000	0	0000	8200	5899	090	760	5330800687	4,328.32
SIEMENS INDUSTRY INC. Total													4,328.32
SIERRA PACIFIC TURF SUPPLY INC	03/09/2023	836188	PO230456	01	8150	0	0000	8110	4320	090	741	636244-IN	782.43
SIERRA PACIFIC TURF SUPPLY INC	03/23/2023	839378	PO230456	01	8150	0	0000	8110	4320	090	741	0637592-IN	976.35
SIERRA PACIFIC TURF SUPPLY INC Total													1,758.78
SLAKEY BROTHERS	03/16/2023	837771	PO230602	01	8150	0	0000	8110	4320	090	741	855815694	47.74
SLAKEY BROTHERS	03/16/2023	837771	PO230602	01	8150	0	0000	8110	4320	090	741	855808812	309.63
SLAKEY BROTHERS	03/16/2023	837771	PO230602	01	8150	0	0000	8110	4320	090	741	855814648	479.06

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SLAKEY BROTHERS	03/23/2023	839362	PO230602	01	8150	0	0000	8110	4320	090	741	855820835	139.55
SLAKEY BROTHERS Total													975.98
SONITROL/PACIFIC WEST SECURITY	03/09/2023	836217	PO230475	01	8150	0	0000	8300	5600	090	129	70663	195.00
SONITROL/PACIFIC WEST SECURITY	03/21/2023	838773	PO230455	01	8150	0	0000	8300	5806	090	129	APR23/VARIOUS	10,691.00
SONITROL/PACIFIC WEST SECURITY Total													10,886.00
SOUTH CITY FIRE PROTECTION	03/28/2023	841018	PO230469	01	8150	0	0000	8110	5600	090	741	5555185	1,221.17
SOUTH CITY FIRE PROTECTION Total													1,221.17
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62364	2.31
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62385	17.13
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62391	36.02
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62404	73.17
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62444	2,013.22
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62447	(113.95)
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62510	8.79
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62519	34.25
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62533	35.90
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62547	484.05
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62552	16.14
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62555	37.57
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62577	31.15
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62579	355.51
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62585	19.20
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62587	30.30
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62659	11.05
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62684	188.23
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62685	12.98
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62697	85.00
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62698	51.86
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62744	20.18
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62936	41.41
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	62953	5.61
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63022	71.07
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63036	62.58
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63067	39.08
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63086	32.41
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63172	4.83
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63175	139.75
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63180	3.15
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63308	30.33
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63310	75.77
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63360	4.04

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SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63362	18.99
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63373	8.65
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63445	89.72
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63472	9.06
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63607	28.11
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63660	14.60
SOUTH CITY LUMBER & SUPPLY	03/21/2023	838762	PO230450	01	0000	0	0000	8200	4320	090	760	63699	78.67
SOUTH CITY LUMBER & SUPPLY Total													4,207.89
SOUTH SAN FRANCISCO SCAVENGER	03/14/2023	837229	PO230566	01	0000	0	0000	8200	5540	090	760	1301858	6,622.47
SOUTH SAN FRANCISCO SCAVENGER Total													6,622.47
SOUTH SAN FRANCISCO TIRE	03/14/2023	837175	PO230449	01	8150	0	0000	8110	4320	090	741	104955	244.58
SOUTH SAN FRANCISCO TIRE Total													244.58
SOUTHWEST BINDING & LAMINATING	03/30/2023	841619	PO232228	01	0000	0	1110	1000	4320	010	070	3166485-00	345.61
SOUTHWEST BINDING & LAMINATING Total													345.61
SOUTHWEST SCHOOL & OFFICE SUPP	03/16/2023	837806	PO232062	01	0000	0	0000	0000	9320	000		6000038105	47.40
SOUTHWEST SCHOOL & OFFICE SUPP	03/28/2023	841046	PO232062	01	0000	0	0000	0000	9320	000		6000054317	1,730.10
SOUTHWEST SCHOOL & OFFICE SUPP Total													1,777.50
SPECTRUM CENTER INC.	03/14/2023	837200	PO230704	01	6500	0	5760	3600	5820	090	230	NOV22 - 2ND INV.	4,573.80
SPECTRUM CENTER INC.	03/23/2023	839450	PO230704	01	6500	0	5760	3600	5820	090	230	FEB23 SVC	3,971.60
SPECTRUM CENTER INC.	03/09/2023	836212	PO230704	01	6500	0	5760	1180	5870	090	230	NOV 22	1,633.50
SPECTRUM CENTER INC.	03/14/2023	837200	PO230704	01	6500	0	5760	1180	5870	090	230	NOV22 - 2ND INV.	26,054.80
SPECTRUM CENTER INC.	03/23/2023	839450	PO230704	01	6500	0	5760	1180	5870	090	230	FEB23 SVC	27,415.15
SPECTRUM CENTER INC.	03/14/2023	837200	PO230704	01	6500	0	5760	1180	5880	090	230	NOV22 - 2ND INV.	24,542.10
SPECTRUM CENTER INC.	03/23/2023	839450	PO230704	01	6500	0	5760	1180	5880	090	230	FEB23 SVC	48,972.00
SPECTRUM CENTER INC.	03/14/2023	837200	PO230704	01	6500	0	5760	1180	5899	090	230	NOV22 - 2ND INV.	1,280.00
SPECTRUM CENTER INC.	03/23/2023	839450	PO230704	01	6500	0	5760	1180	5899	090	230	FEB23 SVC	3,192.00
SPECTRUM CENTER INC. Total													141,634.95
SSF HIGH SCHOOL ASB	03/14/2023	837220	PV230653	01	9130	0	1110	1000	4320	033	356	2023 YEARBK- J. DAVIS	85.00
SSF HIGH SCHOOL ASB	03/14/2023	837230	PV230658	01	9130	0	1110	1000	5899	033	356	2023 PROM TICK. J. DAVIS	130.00
SSF HIGH SCHOOL ASB Total													215.00
SSFHS BAND	03/16/2023	837807	PV230687	01	0000	0	1110	1000	5600	033	070	FEB23 PENSKE RENTAL	938.50
SSFHS BAND Total													938.50
STANDARD PLUMBING SUPPLY	03/09/2023	836218	PO230468	01	8150	0	0000	8110	4320	090	741	TNDX29	37.40
STANDARD PLUMBING SUPPLY	03/09/2023	836218	PO230468	01	8150	0	0000	8110	4320	090	741	TMZ156	689.04
STANDARD PLUMBING SUPPLY	03/09/2023	836218	PO230468	01	8150	0	0000	8110	4320	090	741	TNKT71	440.10
STANDARD PLUMBING SUPPLY	03/09/2023	836218	PO230468	01	8150	0	0000	8110	4320	090	741	TNDF82	148.53
STANDARD PLUMBING SUPPLY	03/09/2023	836240	PO230468	01	8150	0	0000	8110	4320	090	741	TNMZ12	512.77
STANDARD PLUMBING SUPPLY	03/09/2023	836240	PO230468	01	8150	0	0000	8110	4320	090	741	TNNY39	271.20
STANDARD PLUMBING SUPPLY	03/09/2023	836240	PO230468	01	8150	0	0000	8110	4320	090	741	TNTL13	238.18
STANDARD PLUMBING SUPPLY	03/16/2023	837772	PO230468	01	8150	0	0000	8110	4320	090	741	TNXP53	30.10
STANDARD PLUMBING SUPPLY	03/23/2023	839363	PO230468	01	8150	0	0000	8110	4320	090	741	TPQ334	254.53

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STANDARD PLUMBING SUPPLY	03/23/2023	839363	PO230468	01	8150	0	0000	8110	4320	090	741	TPWB13	697.12
STANDARD PLUMBING SUPPLY	03/23/2023	839363	PO230468	01	8150	0	0000	8110	4320	090	741	TPWC09	(300.54)
STANDARD PLUMBING SUPPLY	03/30/2023	841611	PO230468	01	8150	0	0000	8110	4320	090	741	TQLM39	34.30
STANDARD PLUMBING SUPPLY Total													3,052.73
STANDARD PLUMBING SUPPLY INC	03/14/2023	837255	PO230468	01	8150	0	0000	8110	4320	090	741	TPBH58	17.15
STANDARD PLUMBING SUPPLY INC Total													17.15
STAPLES ADVANTAGE	03/28/2023	841036	PO232216	01	0000	0	1110	1000	4320	013	070	7375090860-0-1	318.26
STAPLES ADVANTAGE Total													318.26
STATE OF CA DEPT OF JUSTICE	03/23/2023	839402	PV230696	01	0000	0	0000	7400	5840	090	715	64019	405.00
STATE OF CA DEPT OF JUSTICE	03/23/2023	839402	PV230696	01	0000	0	0000	7400	5841	090	715	64019	1,553.00
STATE OF CA DEPT OF JUSTICE Total													1,958.00
STEPPING STONES GROUP LLC, THE	03/14/2023	837201	PO230697	01	3310	0	5760	1110	5899	090	201	M0142182	36,023.85
STEPPING STONES GROUP LLC, THE	03/23/2023	839406	PO230697	01	6500	0	5760	1190	5899	090	245	M0144667	5,985.00
STEPPING STONES GROUP LLC, THE	03/23/2023	839406	PO230697	01	3310	0	5760	1110	5899	090	201	M0144667	31,518.48
STEPPING STONES GROUP LLC, THE Total													73,527.33
STEWART CHEVROLET	03/09/2023	836195	PO230604	01	8150	0	0000	8110	4320	090	741	35128	63.31
STEWART CHEVROLET	03/23/2023	839413	PO230604	01	8150	0	0000	8110	4320	090	741	35551	59.13
STEWART CHEVROLET	03/23/2023	839413	PO230604	01	8150	0	0000	8110	4320	090	741	35840	91.27
STEWART CHEVROLET	03/30/2023	841624	PO230604	01	8150	0	0000	8110	4320	090	741	34432	2,314.07
STEWART CHEVROLET	03/30/2023	841624	PO230604	01	8150	0	0000	8110	4320	090	741	35531	2,267.15
STEWART CHEVROLET Total													4,794.93
SUPER DUPER PUBLICATIONS	03/14/2023	837236	PO231939	01	9010	0	5001	3900	4320	090	350	2800181A	34.02
SUPER DUPER PUBLICATIONS Total													34.02
SUPERIOR PRESS	03/16/2023	837789	PO232162	01	0000	0	1110	1000	4320	032	070	4649663	143.97
SUPERIOR PRESS Total													143.97
SWING EDUCATION INC.	03/16/2023	837780	PO231432	01	0000	0	0000	7400	5899	090	715	INV00562926	100,000.00
SWING EDUCATION INC. Total													100,000.00
TIMBREZA, WENDY	03/16/2023	837781	PV230663	01	6500	0	5760	2490	5820	090	245	FEB23 MILEAGE - JS	73.10
TIMBREZA, WENDY	03/16/2023	837781	PV230664	01	6500	0	5760	2490	5820	090	245	FEB23 MILEAGE - PRKWY HGTS	11.79
TIMBREZA, WENDY Total													84.89
TOUCHLINE SOFTWARE INC.	03/21/2023	838742	PO232159	01	0801	0	1110	1000	5813	032	180	23-036637	450.00
TOUCHLINE SOFTWARE INC. Total													450.00
TRUMPET BEHAVIORAL HEALTH LLC	03/09/2023	836243	PO230829	01	6500	0	5760	1190	5870	090	245	5779703	2,838.82
TRUMPET BEHAVIORAL HEALTH LLC Total													2,838.82
TULARE COUNTY OFFICE OF EDUC.	03/16/2023	837773	PO231836	01	0000	0	0000	7400	5899	090	715	231977	300.00
TULARE COUNTY OFFICE OF EDUC.	03/16/2023	837773	PO231836	01	0000	0	0000	7400	5899	090	715	231976	300.00
TULARE COUNTY OFFICE OF EDUC. Total													600.00
TWIG EDUCATION INC.	03/14/2023	837194	PO231839	01	6300	0	1110	1000	4100	090	307	919483	890.00
TWIG EDUCATION INC. Total													890.00
ULINE	03/09/2023	836190	PO231252	01	8150	0	0000	8110	4320	090	741	159834907	103.43
ULINE	03/09/2023	836190	PO231252	01	8150	0	0000	8110	4320	090	741	159834907-1	61.02

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ULINE Total													164.45
UNITED COACH TOURS	03/16/2023	837782	PO230432	01	0801	0	1110	1000	5821	032	180	19659ST	5,270.00
UNITED COACH TOURS	03/16/2023	837782	PO230432	01	0801	0	1110	1000	5821	032	180	19661ST	6,845.00
UNITED COACH TOURS	03/16/2023	837782	PO230432	01	0801	0	1110	1000	5821	032	180	19662ST	4,990.00
UNITED COACH TOURS	03/16/2023	837782	PO230432	01	6387	0	1110	1000	5821	032	CIG	19683ST	995.00
UNITED COACH TOURS	03/16/2023	837790	PO232200	01	3213	0	1110	1000	5821	025	439	19335WF-25% OF INV.	1,258.50
UNITED COACH TOURS	03/28/2023	841019	PO232245	01	0801	0	1110	1000	5821	032	180	19661ST-1	245.00
UNITED COACH TOURS	03/28/2023	841019	PO232245	01	0801	0	1110	1000	5821	032	180	19662ST-1	897.00
UNITED COACH TOURS Total													20,500.50
UNITED RENTALS	03/21/2023	838760	PO230586	01	8150	0	0000	8110	5600	090	741	212607124-005	29.67
UNITED RENTALS	03/30/2023	841606	PO230586	01	8150	0	0000	8110	5600	090	741	215734576-001	1,277.57
UNITED RENTALS Total													1,307.24
UNITED SITE SERVICES	03/09/2023	836219	PO230454	01	0000	0	0000	8200	5600	090	760	INV-01441567	1,016.54
UNITED SITE SERVICES	03/09/2023	836219	PO230454	01	0000	0	0000	8200	5600	090	760	114-13524094	105.15
UNITED SITE SERVICES	03/28/2023	841020	PO230454	01	0000	0	0000	8200	5600	090	760	INV-01505827	1,268.79
UNITED SITE SERVICES Total													2,390.48
UPS STORE	03/23/2023	839403	PO230560	01	0000	0	0000	7400	5840	090	715	FEB23 SVC	209.94
UPS STORE	03/23/2023	839403	PO230560	01	0000	0	0000	7400	5841	090	715	FEB23 SVC	1,119.68
UPS STORE Total													1,329.62
VEAUDRY, KATELYN	03/14/2023	837250	PV230654	01	0000	0	1110	1000	5210	033	070	APR23 BARR CONF.	337.81
VEAUDRY, KATELYN Total													337.81
VEGA, LUCIA CORIA	03/16/2023	837754	PV230662	01	6500	0	5760	2490	5820	090	230	FEB23 MILEAGE	330.24
VEGA, LUCIA CORIA Total													330.24
VENTRIS LEARNING LLC	03/16/2023	837809	PO232008	01	3010	0	1110	1000	4320	013	301	20232199	496.09
VENTRIS LEARNING LLC Total													496.09
VERIZON	03/09/2023	836234	PO230471	01	8150	0	0000	8110	5813	090	741	602000036502	1,687.17
VERIZON Total													1,687.17
VIA HEART PROJECT	03/09/2023	836235	PO232140	01	0000	0	0000	3900	5899	090	103	4291	800.00
VIA HEART PROJECT Total													800.00
WALT DISNEY FAMILY MUSEUM, THE	03/07/2023	835429	PV230640	01	6387	0	3800	1000	5899	090	CIG	MARCH 23 DISNEY MUSEUM	336.00
WALT DISNEY FAMILY MUSEUM, THE Total													336.00
WANG, BETTY	03/02/2023	834606	PV230638	01	3410	0	5001	2700	5220	090	337	NOV22 MILEAGE	94.63
WANG, BETTY	03/02/2023	834606	PV230639	01	3410	0	5001	2700	5220	090	337	DEC22 MILEAGE	72.13
WANG, BETTY Total													166.76
WAVE	03/14/2023	837195	PO230256	01	0000	0	0000	2424	5850	090	735	078934301-0010023	1,859.95
WAVE Total													1,859.95
WELLDOM INC	03/14/2023	837160	PO231064	01	6500	0	5760	1190	5870	090	245	1290	8,424.00
WELLDOM INC	03/14/2023	837160	PO231064	01	6500	0	5760	1190	5870	090	245	1291	16,312.50
WELLDOM INC	03/14/2023	837160	PO231064	01	6500	0	5760	1190	5870	090	245	1292	5,400.00
WELLDOM INC	03/23/2023	839451	PO231064	01	6500	0	5760	1190	5870	090	245	1316	4,860.00
WELLDOM INC	03/23/2023	839451	PO231064	01	6500	0	5760	1190	5870	090	245	1318	7,956.00

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WELLDOM INC Total													42,952.50
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	4200	090	762	4484 610003181180 FEB23	39.00
WELLS FARGO	03/16/2023	837783	PV230673	01	8150	0	0000	8110	4320	090	741	4484 610003181180 FEB23	921.37
WELLS FARGO	03/16/2023	837783	PV230673	01	8150	0	0000	8110	4320	090	741	4484 610003181180 FEB23	124.37
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1219	1000	4320	033	070	4484 610003181180 FEB23	361.44
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1219	1000	4320	032	070	4484 610003181180 FEB23	560.46
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	4320	090	322	4484 610003181180 FEB23	68.74
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1219	1000	4320	033	070	4484 610003181180 FEB23	358.36
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	4320	090	762	4484 610003181180 FEB23	32.80
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1219	1000	4320	032	070	4484 610003181180 FEB23	662.75
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1219	1000	4320	033	070	4484 610003181180 FEB23	291.20
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1219	1000	4320	032	070	4484 610003181180 FEB23	522.71
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	4320	090	322	4484 610003181180 FEB23	519.16
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1219	1000	4320	033	070	4484 610003181180 FEB23	447.98
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7110	4322	090	713	4484 610003181180 FEB23	86.51
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7110	4322	090	713	4484 610003181180 FEB23	109.71
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7110	4322	090	713	4484 610003181180 FEB23	86.51
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	4322	090	762	4484 610003181180 FEB23	213.03
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	4322	090	762	4484 610003181180 FEB23	57.16
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	4322	090	762	4484 610003181180 FEB23	54.94
WELLS FARGO	03/16/2023	837783	PV230673	01	6266	0	1110	1000	5210	090	341	4484 610003181180 FEB23	10.29
WELLS FARGO	03/16/2023	837783	PV230673	01	6387	0	3800	1000	5210	090	CIG	4484 610003181180 FEB23	699.00
WELLS FARGO	03/16/2023	837783	PV230673	01	6387	0	3800	1000	5210	090	CIG	4484 610003181180 FEB23	3,109.60
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7300	5210	090	717	4484 610003181180 FEB23	1,180.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	8200	5210	090	760	4484 610003181180 FEB23	259.11
WELLS FARGO	03/16/2023	837783	PV230673	01	6387	0	3800	1000	5210	033	CIG	4484 610003181180 FEB23	650.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	1110	1000	5210	090	340	4484 610003181180 FEB23	350.00
WELLS FARGO	03/16/2023	837783	PV230673	01	6388	0	3800	1000	5210	090	318	4484 610003181180 FEB23	933.37
WELLS FARGO	03/16/2023	837783	PV230673	01	6388	0	3800	1000	5210	090	318	4484 610003181180 FEB23	933.37
WELLS FARGO	03/16/2023	837783	PV230673	01	6388	0	3800	1000	5210	090	318	4484 610003181180 FEB23	894.28
WELLS FARGO	03/16/2023	837783	PV230673	01	6388	0	3800	1000	5210	090	318	4484 610003181180 FEB23	860.13
WELLS FARGO	03/16/2023	837783	PV230673	01	6388	0	3800	1000	5210	090	318	4484 610003181180 FEB23	11.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7110	5210	090	713	4484 610003181180 FEB23	45.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7110	5210	090	713	4484 610003181180 FEB23	45.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7110	5210	090	713	4484 610003181180 FEB23	45.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7150	5210	090	714	4484 610003181180 FEB23	45.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	7150	5210	090	714	4484 610003181180 FEB23	45.00
WELLS FARGO	03/16/2023	837783	PV230673	01	8150	0	0000	8110	5600	090	741	4484 610003181180 FEB23	1,251.35
WELLS FARGO	03/16/2023	837783	PV230673	01	6388	0	3800	1000	5815	032	318	4484 610003181180 FEB23	560.00
WELLS FARGO	03/16/2023	837783	PV230673	01	0000	0	0000	2424	5899	090	735	4484 610003181180 FEB23	284.18
WELLS FARGO Total													17,728.88

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WELLS FARGO VENDOR FIN SERV	03/16/2023	837774	PO230521	01	0000	0	1110	1000	5600	090	722	5024243163	165.25
WELLS FARGO VENDOR FIN SERV	03/28/2023	841037	PO230521	01	0000	0	1110	1000	5600	090	722	5024299469	6,766.80
WELLS FARGO VENDOR FIN SERV Total													6,932.05
WEST COAST SAND & GRAVEL INC	03/14/2023	837165	PO230588	01	0000	0	0000	8200	4320	090	760	585159	2,026.98
WEST COAST SAND & GRAVEL INC Total													2,026.98
WEST, STACEY	03/23/2023	839364	PV230694	01	9010	0	5001	3900	5210	090	350	MAR23 CONF. BEST PRACTICES	185.00
WEST, STACEY Total													185.00
WESTBOROUGH WATER DISTRICT	03/23/2023	839365	PO230571	01	0000	0	0000	8200	5530	090	760	240-1250 JAN/FEB23	923.01
WESTBOROUGH WATER DISTRICT	03/23/2023	839365	PO230571	01	0000	0	0000	8200	5530	090	760	240-0470 JAN/FEB23	1,969.77
WESTBOROUGH WATER DISTRICT Total													2,892.78
WESTERN PSYCHOLOGICAL SERVICES	03/14/2023	837237	PO231977	01	6500	0	5760	1190	4320	090	245	WPS-451938	645.42
WESTERN PSYCHOLOGICAL SERVICES	03/14/2023	837259	PO231976	01	6500	0	5760	1190	5813	090	245	WPS-451879	618.00
WESTERN PSYCHOLOGICAL SERVICES Total													1,263.42
WHITE CAP L.P.	03/28/2023	841038	PO230581	01	8150	0	0000	8110	4320	090	741	50021304955	341.74
WHITE CAP L.P. Total													341.74
WINGS LEARNING CENTER	03/09/2023	836213	PO230701	01	6500	0	5760	1180	5870	090	230	8123	390.00
WINGS LEARNING CENTER	03/09/2023	836213	PO230701	01	6500	0	5760	1180	5870	090	230	8122	3,557.58
WINGS LEARNING CENTER	03/09/2023	836213	PO230701	01	6500	0	5760	1180	5880	090	230	8123	1,276.00
WINGS LEARNING CENTER	03/09/2023	836213	PO230701	01	6500	0	5760	1180	5880	090	230	8122	3,509.00
WINGS LEARNING CENTER Total													8,732.58
WOODWIND & BRASSWIND	03/23/2023	839366	PO230308	01	0000	0	1110	1000	4320	032	322	ARINV64896171	65.35
WOODWIND & BRASSWIND Total													65.35
XEROX FINANCIAL SERVICES	03/09/2023	836196	PO230495	01	0000	0	0000	7550	5600	090	718	3805700	485.81
XEROX FINANCIAL SERVICES	03/09/2023	836196	PO230523	01	0000	0	0000	7350	5600	090	717	3805699	21.62
XEROX FINANCIAL SERVICES	03/16/2023	837791	PO230495	01	0000	0	0000	7550	5600	090	718	3974122	485.81
XEROX FINANCIAL SERVICES Total													993.24
YOUR PARTY RENTAL COMPANY	03/10/2023	833595	PV230610	01	0000	0	0000	7150	5600	090	714	ORDER#87235	(4,351.00)
YOUR PARTY RENTAL COMPANY	03/21/2023	838743	PO232189	01	0000	0	0000	7150	5600	090	714	87235	1,889.00
YOUR PARTY RENTAL COMPANY Total													(2,462.00)
YOUTH SERVICES BUREAUS	03/14/2023	837166	PO232115	01	0000	0	1110	1000	5899	090	401	JUL-SEP22 SVCS	1,503.98
YOUTH SERVICES BUREAUS	03/14/2023	837166	PO232115	01	0801	0	1110	1000	5899	090	401	JUL-SEP22 SVCS	43,615.49
YOUTH SERVICES BUREAUS	03/14/2023	837166	PO232115	01	3213	0	1110	1000	5899	090	346	JUL-SEP22 SVCS	105,278.78
YOUTH SERVICES BUREAUS	03/14/2023	837171	PO232115	01	0000	0	1110	1000	5899	090	401	OCT-DEC22 SVCS	1,503.98
YOUTH SERVICES BUREAUS	03/14/2023	837171	PO232115	01	0801	0	1110	1000	5899	090	401	OCT-DEC22 SVCS	43,615.49
YOUTH SERVICES BUREAUS	03/14/2023	837171	PO232115	01	3213	0	1110	1000	5899	090	346	OCT-DEC22 SVCS	105,278.78
YOUTH SERVICES BUREAUS Total													300,796.50
			FUND 01								**SUBTOTAL**		3,556,276.40
AMAZON CAPITAL SERVICES	03/28/2023	841055	PO232218	11	6391	0	4110	2490	4320	041	481	1P3F-VNP3-41QL	289.86
AMAZON CAPITAL SERVICES Total													289.86
AT&T	03/02/2023	834608	PO230494	11	0000	0	4110	2700	5910	041	480	34701763 FEB23	47.30
AT&T	03/28/2023	841039	PO230494	11	0000	0	4110	2700	5910	041	480	34701763 MAR23	47.30

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AT&T Total													94.60
BALES STUTES, ELIZABETH	03/16/2023	837796	PV230674	11	3905	0	4110	1000	5210	041	397	MAR23 CONF. DISTANCE LEARNING	20.00
BALES STUTES, ELIZABETH Total													20.00
CAI, QING	03/23/2023	839427	PV230697	11	3905	0	4110	1000	5210	041	397	MAR23 CONF. DISTANCE LEARNIG	20.00
CAI, QING Total													20.00
CALIFORNIA WATER SERVICE	03/23/2023	839373	PO230568	11	0000	0	0000	8200	5530	041	760	6907544444 FEB23	997.79
CALIFORNIA WATER SERVICE Total													997.79
COSTAGLIO, CHRISTINA	03/16/2023	837797	PV230676	11	3905	0	4110	1000	5210	041	397	MAR23 CONF. DISTANCE LEARNING	20.00
COSTAGLIO, CHRISTINA Total													20.00
HILLYARD	03/21/2023	838733	PO231007	11	0000	0	0000	8200	4320	041	760	605052158	526.25
HILLYARD Total													526.25
ODP BUSINESS SOLUTIONS LLC	03/09/2023	836184	PO231990	11	6391	0	4110	2490	4320	041	481	293140631001	98.99
ODP BUSINESS SOLUTIONS LLC Total													98.99
P G & E	03/14/2023	837203	PO230500	11	0000	0	0000	8200	5510	041	760	7314282172-4 FEB23	5,125.67
P G & E Total													5,125.67
SEHI COMPUTER PRODUCTS INC	03/14/2023	837228	PO231996	11	6391	0	4110	2490	4320	041	481	I00233430	236.19
SEHI COMPUTER PRODUCTS INC Total													236.19
SSF CHAMBER OF COMMERCE	03/16/2023	837788	PO232188	11	6391	0	4110	2490	5300	041	481	15675	300.00
SSF CHAMBER OF COMMERCE Total													300.00
YUEN, JANNY	03/16/2023	837810	PV230686	11	3905	0	4110	1000	5210	041	397	MAR23 DISTANCE LEARNING CONF	20.00
YUEN, JANNY Total													20.00
			FUND 11							**SUBTOTAL**			7,749.35
AMAZON CAPITAL SERVICES	03/14/2023	837231	PO232071	12	9010	0	8533	1000	4200	045	833	1P9Q-4JCY-6V4W	31.80
AMAZON CAPITAL SERVICES	03/14/2023	837231	PO232071	12	9010	0	8533	1000	4200	045	833	1R34-6XXK-3TVY	59.16
AMAZON CAPITAL SERVICES	03/14/2023	837252	PO232066	12	9010	0	8533	1000	4320	045	833	1D7G-J6WW-3GYW	425.76
AMAZON CAPITAL SERVICES	03/14/2023	837252	PO232066	12	6105	0	8535	1000	4320	045	835	1D7G-J6WW-3GYW	425.94
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232176	12	9010	0	8533	1000	4320	045	833	1NTN-4CDH-4FTM	59.36
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232176	12	6105	0	8535	1000	4320	045	835	1NTN-4CDH-4FTM	59.36
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232176	12	9010	0	8533	1000	4320	045	833	1FXD-QWRW-3JQR	55.79
AMAZON CAPITAL SERVICES	03/28/2023	841028	PO232176	12	6105	0	8535	1000	4320	045	835	1FXD-QWRW-3JQR	55.79
AMAZON CAPITAL SERVICES Total													1,172.96
AT&T	03/02/2023	834608	PO230494	12	6105	0	8510	2700	5910	045	830	34701763 FEB23	47.32
AT&T	03/28/2023	841039	PO230494	12	6105	0	8510	2700	5910	045	830	34701763 MAR23	47.32
AT&T Total													94.64
CALIFORNIA WATER SERVICE	03/23/2023	839373	PO230568	12	6105	0	8535	8200	5530	045	835	6907544444 FEB23	59.53
CALIFORNIA WATER SERVICE	03/23/2023	839373	PO230568	12	6105	0	8510	8200	5530	045	830	6907544444 FEB23	41.49
CALIFORNIA WATER SERVICE	03/23/2023	839373	PO230568	12	9010	0	8533	8200	5530	045	833	6907544444 FEB23	59.53
CALIFORNIA WATER SERVICE Total													160.55
CHILDCARE CAREERS	03/02/2023	834618	PO231131	12	9010	0	8533	1000	5899	045	833	592127	703.20
CHILDCARE CAREERS	03/02/2023	834618	PO231131	12	9010	0	8533	1000	5899	045	833	582285	240.18
CHILDCARE CAREERS	03/02/2023	834618	PO231131	12	6105	0	8535	1000	5899	045	835	582285	240.18

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CHILDCARE CAREERS	03/02/2023	834618	PO231131	12	9010	0	8533	1000	5899	045	833	592126	618.92
CHILDCARE CAREERS	03/02/2023	834618	PO231131	12	6105	0	8535	1000	5899	045	835	592126	618.93
CHILDCARE CAREERS	03/07/2023	835403	PO231131	12	9010	0	8533	1000	5899	045	833	586064	1,185.93
CHILDCARE CAREERS	03/07/2023	835403	PO231131	12	9010	0	8533	1000	5899	045	833	586063	498.83
CHILDCARE CAREERS	03/07/2023	835403	PO231131	12	6105	0	8535	1000	5899	045	835	586063	498.84
CHILDCARE CAREERS	03/07/2023	835411	PO231131	12	9010	0	8533	1000	5899	045	833	580527	632.16
CHILDCARE CAREERS	03/07/2023	835411	PO231131	12	6105	0	8535	1000	5899	045	835	580527	632.16
CHILDCARE CAREERS	03/16/2023	837766	PO231131	12	9010	0	8533	1000	5899	045	833	596297	997.67
CHILDCARE CAREERS	03/21/2023	838738	PO231131	12	9010	0	8533	1000	5899	045	833	596298	696.93
CHILDCARE CAREERS	03/21/2023	838738	PO231131	12	6105	0	8535	1000	5899	045	835	596298	696.93
CHILDCARE CAREERS	03/28/2023	841067	PO231131	12	9010	0	8533	1000	5899	045	833	600649	1,181.65
CHILDCARE CAREERS	03/28/2023	841067	PO231131	12	9010	0	8533	1000	5899	045	833	600648	770.72
CHILDCARE CAREERS	03/28/2023	841067	PO231131	12	6105	0	8535	1000	5899	045	835	600648	770.73
CHILDCARE CAREERS Total													10,983.96
DAVID GRANT INC.	03/23/2023	839420	PO232192	12	9010	0	8533	1000	5813	045	833	37549	423.50
DAVID GRANT INC.	03/23/2023	839420	PO232192	12	6105	0	8535	1000	5813	045	835	37549	423.50
DAVID GRANT INC.	03/23/2023	839420	PO232192	12	6105	0	8510	1000	5813	045	830	37549	423.50
DAVID GRANT INC.	03/23/2023	839420	PO232192	12	9302	0	8510	1000	5813	045	LIFT	37549	423.50
DAVID GRANT INC. Total													1,694.00
EDUCATION TEAM, THE	03/02/2023	834596	PO230508	12	9010	0	8530	1000	5899	045	832	592125	1,734.87
EDUCATION TEAM, THE	03/16/2023	837765	PO230508	12	9010	0	8530	1000	5899	045	832	596296	1,384.34
EDUCATION TEAM, THE	03/28/2023	841043	PO230508	12	9010	0	8530	1000	5899	045	832	600647	2,074.35
EDUCATION TEAM, THE	03/30/2023	841607	PO230508	12	9010	0	8530	1000	5899	045	832	586062	1,231.56
EDUCATION TEAM, THE	03/30/2023	841627	PO230508	12	9010	0	8530	1000	5899	045	832	589973	1,537.12
EDUCATION TEAM, THE Total													7,962.24
HILLYARD	03/16/2023	837761	PO230066	12	9302	0	8510	8200	4320	005	LIFT	605025815	445.11
HILLYARD Total													445.11
KELLY SPICERS STORES	03/21/2023	838735	PO232141	12	9010	0	8533	1000	4320	045	833	11239544	202.72
KELLY SPICERS STORES	03/21/2023	838735	PO232141	12	6105	0	8535	1000	4320	045	835	11239544	202.72
KELLY SPICERS STORES	03/21/2023	838735	PO232141	12	6105	0	8510	1000	4320	045	830	11239544	202.72
KELLY SPICERS STORES Total													608.16
LAKESHORE	03/14/2023	837172	PO231798	12	9010	0	8533	1000	4320	045	833	354374011723	4,704.46
LAKESHORE Total													4,704.46
LOUDAN, ROSELLE MARIE	03/14/2023	837167	PO230015	12	9302	0	8510	2700	5801	005	LIFT	17 -2/13-2/24	2,208.80
LOUDAN, ROSELLE MARIE	03/21/2023	838739	PO230015	12	9302	0	8510	2700	5801	005	LIFT	18/ - 2/27-3/10/23	2,857.43
LOUDAN, ROSELLE MARIE Total													5,066.23
P G & E	03/14/2023	837203	PO230500	12	6105	0	8535	8200	5510	045	835	7314282172-4 FEB23	1,134.94
P G & E	03/14/2023	837203	PO230500	12	6105	0	8510	8200	5510	045	830	7314282172-4 FEB23	825.14
P G & E	03/14/2023	837203	PO230500	12	9010	0	8533	8200	5510	045	833	7314282172-4 FEB23	1,134.94
P G & E	03/14/2023	837203	PO230500	12	9302	0	8510	8200	5510	005	LIFT	7314282172-4 FEB23	1,055.42
P G & E Total													4,150.44

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SCHOOL OUTFITTERS	03/23/2023	839377	PO232004	12	9010	0	8533	1000	4320	045	833	INV13945091	134.42
SCHOOL OUTFITTERS	03/23/2023	839377	PO232004	12	6105	0	8510	1000	4320	045	830	INV13945091	134.42
SCHOOL OUTFITTERS Total													268.84
STAPLES BUSINESS CREDIT	03/09/2023	836189	PO232018	12	9010	0	8533	1000	4320	045	833	7373626803-0-1	229.85
STAPLES BUSINESS CREDIT	03/09/2023	836189	PO232018	12	6105	0	8535	1000	4320	045	835	7373626803-0-1	229.86
STAPLES BUSINESS CREDIT Total													459.71
			FUND 12							**SUBTOTAL**			37,771.30
ADVANCED INTEGRATED PEST MGMT	03/02/2023	834599	PO230149	13	5310	0	0000	3700	5807	090	820	2085346	83.00
ADVANCED INTEGRATED PEST MGMT	03/02/2023	834599	PO230149	13	5310	0	0000	3700	5807	090	820	2085347	83.00
ADVANCED INTEGRATED PEST MGMT	03/02/2023	834599	PO230149	13	5310	0	0000	3700	5807	090	820	2085348	83.00
ADVANCED INTEGRATED PEST MGMT	03/09/2023	836221	PO230149	13	5310	0	0000	3700	5807	090	820	2091369	83.00
ADVANCED INTEGRATED PEST MGMT	03/09/2023	836221	PO230149	13	5310	0	0000	3700	5807	090	820	2091370	83.00
ADVANCED INTEGRATED PEST MGMT	03/09/2023	836221	PO230149	13	5310	0	0000	3700	5807	090	820	2091371	83.00
ADVANCED INTEGRATED PEST MGMT	03/21/2023	838753	PO230149	13	5310	0	0000	3700	5807	090	820	2095853	83.00
ADVANCED INTEGRATED PEST MGMT	03/21/2023	838753	PO230149	13	5310	0	0000	3700	5807	090	820	2095854	83.00
ADVANCED INTEGRATED PEST MGMT	03/21/2023	838753	PO230149	13	5310	0	0000	3700	5807	090	820	2095852	83.00
ADVANCED INTEGRATED PEST MGMT Total													747.00
AT&T	03/02/2023	834608	PO230445	13	5310	0	0000	3700	5910	090	820	34701763-NS FEB23	40.87
AT&T	03/28/2023	841039	PO230445	13	5310	0	0000	3700	5910	090	820	34701763-NS MAR23	40.87
AT&T Total													81.74
BONAMI BAKING COMPANY, THE	03/02/2023	834621	PO230252	13	5310	0	0000	3700	4700	090	820	P8892	791.40
BONAMI BAKING COMPANY, THE Total													791.40
DANIELSEN COMPANY	03/21/2023	838763	PO230248	13	5310	0	0000	3700	4340	090	820	298556	117.96
DANIELSEN COMPANY	03/02/2023	834622	PO230248	13	5310	0	0000	3700	4700	090	820	295758	19,914.35
DANIELSEN COMPANY	03/02/2023	834622	PO230248	13	5310	0	0000	3700	4700	090	820	296274	17,641.63
DANIELSEN COMPANY	03/02/2023	834622	PO230248	13	5310	0	0000	3700	4700	090	820	296599	13,480.61
DANIELSEN COMPANY	03/21/2023	838763	PO230248	13	5310	0	0000	3700	4700	090	820	298051	11,583.78
DANIELSEN COMPANY	03/21/2023	838763	PO230248	13	5310	0	0000	3700	4700	090	820	298556	9,332.90
DANIELSEN COMPANY	03/21/2023	838763	PO230248	13	5310	0	0000	3700	4700	090	820	298013	19,200.00
DANIELSEN COMPANY	03/28/2023	841025	PO230248	13	5310	0	0000	3700	4700	090	820	299613	8,006.61
DANIELSEN COMPANY Total													99,277.84
DAYLIGHT FOODS INC	03/09/2023	836222	PO230254	13	5310	0	0000	3700	4700	090	820	M39499	1,940.27
DAYLIGHT FOODS INC	03/09/2023	836222	PO230254	13	5310	0	0000	3700	4700	090	820	M44448	2,941.48
DAYLIGHT FOODS INC	03/09/2023	836222	PO230254	13	5310	0	0000	3700	4700	090	820	M47001	743.33
DAYLIGHT FOODS INC	03/09/2023	836222	PO230254	13	5310	0	0000	3700	4700	090	820	M47717	2,612.65
DAYLIGHT FOODS INC	03/09/2023	836222	PO230254	13	5310	0	0000	3700	4700	090	820	M47718	1,450.25
DAYLIGHT FOODS INC	03/14/2023	837177	PO230254	13	5310	0	0000	3700	4700	090	820	M43123	2,301.69
DAYLIGHT FOODS INC	03/14/2023	837177	PO230254	13	5310	0	0000	3700	4700	090	820	M47716	44.09
DAYLIGHT FOODS INC	03/21/2023	838754	PO230254	13	5310	0	0000	3700	4700	090	820	M49276	348.50
DAYLIGHT FOODS INC	03/21/2023	838754	PO230254	13	5310	0	0000	3700	4700	090	820	M48591	1,323.25
DAYLIGHT FOODS INC	03/21/2023	838754	PO230254	13	5310	0	0000	3700	4700	090	820	M50096	2,526.28

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Vendor Name	Date	Warrant #	Reference #	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Invoice #	Payment
DAYLIGHT FOODS INC	03/21/2023	838754	PO230254	13	5310	0	0000	3700	4700	090	820	M50097	1,906.99
DAYLIGHT FOODS INC	03/21/2023	838754	PO230254	13	5310	0	0000	3700	4700	090	820	M50099	948.00
DAYLIGHT FOODS INC	03/21/2023	838764	PO230254	13	5310	0	0000	3700	4700	090	820	M49866	915.73
DAYLIGHT FOODS INC	03/21/2023	838764	PO230254	13	5310	0	0000	3700	4700	090	820	M50098	86.76
DAYLIGHT FOODS INC	03/23/2023	839437	PO230254	13	5310	0	0000	3700	4700	090	820	M51487	1,376.58
DAYLIGHT FOODS INC	03/23/2023	839437	PO230254	13	5310	0	0000	3700	4700	090	820	M53297	4,654.92
DAYLIGHT FOODS INC	03/28/2023	841026	PO230254	13	5310	0	0000	3700	4700	090	820	M51488	1,324.80
DAYLIGHT FOODS INC Total													27,445.57
EAST BAY RESTAURANT SUPPLY INC	03/09/2023	836223	PO230984	13	5310	0	0000	3700	4320	090	820	SI989586	725.54
EAST BAY RESTAURANT SUPPLY INC	03/21/2023	838765	PO230984	13	5310	0	0000	3700	4320	090	820	SI1004529	227.86
EAST BAY RESTAURANT SUPPLY INC	03/21/2023	838765	PO231636	13	5310	0	0000	3700	4420	090	820	SI1004736	12,381.38
EAST BAY RESTAURANT SUPPLY INC Total													13,334.78
FRANCES, PIA	03/14/2023	837183	MV230063	13	5310	0	0000	0000	8634	090	820	FEB23 REFUND LUNCH MONEY	150.15
FRANCES, PIA Total													150.15
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5772331	4,521.23
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5829333	8,375.98
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5834614	1,917.00
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5790427	2,038.75
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5829476	613.08
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5889075	985.88
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5882760	2,279.44
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5834656	1,838.30
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5839701	2,250.54
GOLD STAR FOODS	03/02/2023	834623	PO230249	13	5310	0	0000	3700	4700	090	820	5888882	224.10
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	5906944	3,456.25
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	1488503	(154.29)
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	5915384	304.44
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	5815587	35.28
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	5890294	2,607.84
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	5924024	85.50
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	1487888	(750.18)
GOLD STAR FOODS	03/14/2023	837179	PO230249	13	5310	0	0000	3700	4700	090	820	1487889	(3,000.72)
GOLD STAR FOODS	03/21/2023	838755	PO230249	13	5310	0	0000	3700	4700	090	820	5883581	4,993.14
GOLD STAR FOODS	03/21/2023	838755	PO230249	13	5310	0	0000	3700	4700	090	820	5950295	4,226.94
GOLD STAR FOODS	03/21/2023	838766	PO230249	13	5310	0	0000	3700	4700	090	820	5931873	3,009.19
GOLD STAR FOODS	03/28/2023	841027	PO230249	13	5310	0	0000	3700	4700	090	820	5938385	3,861.45
GOLD STAR FOODS	03/28/2023	841027	PO230249	13	5310	0	0000	3700	4700	090	820	5968952	238.36
GOLD STAR FOODS Total													43,957.50
GRAINGER	03/14/2023	837180	PO232031	13	5310	0	0000	3700	4320	090	820	9616464575	1,009.44
GRAINGER	03/23/2023	839438	PO232153	13	5310	0	0000	3700	4320	090	820	9637000283	31.98
GRAINGER Total													1,041.42

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Vendor Name	Date	Warrant #	Reference #	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Invoice #	Payment
GUTIERREZ, CRISTINA	03/16/2023	837803	PV230688	13	5310	0	0000	3700	5220	090	820	FEB23 MILEAGE	43.57
GUTIERREZ, CRISTINA Total													43.57
INDIVIDUAL FOODSERVICE	03/09/2023	836224	PO230223	13	5310	0	0000	3700	4340	090	820	Z96977-00	3,537.00
INDIVIDUAL FOODSERVICE	03/21/2023	838756	PO230223	13	5310	0	0000	3700	4340	090	820	417883-00	2,959.60
INDIVIDUAL FOODSERVICE Total													6,496.60
P & R PAPER SUPPLY CO	03/21/2023	838774	PO230422	13	5310	0	0000	3700	4340	090	820	60091166-00	2,503.98
P & R PAPER SUPPLY CO Total													2,503.98
PRODUCERS DAIRY FOODS INC.	03/14/2023	837213	PO230251	13	5310	0	0000	3700	4700	090	820	48085236887	2,669.74
PRODUCERS DAIRY FOODS INC.	03/14/2023	837213	PO230251	13	5310	0	0000	3700	4700	090	820	48085237319	1,414.98
PRODUCERS DAIRY FOODS INC.	03/14/2023	837213	PO230251	13	5310	0	0000	3700	4700	090	820	48085237919	1,414.98
PRODUCERS DAIRY FOODS INC.	03/14/2023	837213	PO230251	13	5310	0	0000	3700	4700	090	820	48085238966	1,104.36
PRODUCERS DAIRY FOODS INC.	03/14/2023	837213	PO230251	13	5310	0	0000	3700	4700	090	820	48085239633	1,296.12
PRODUCERS DAIRY FOODS INC.	03/21/2023	838761	PO230251	13	5310	0	0000	3700	4700	090	820	48085240112	634.61
PRODUCERS DAIRY FOODS INC.	03/21/2023	838761	PO230251	13	5310	0	0000	3700	4700	090	820	48085240651	1,104.36
PRODUCERS DAIRY FOODS INC.	03/21/2023	838761	PO230251	13	5310	0	0000	3700	4700	090	820	48085241247	1,104.36
PRODUCERS DAIRY FOODS INC.	03/21/2023	838775	PO230251	13	5310	0	0000	3700	4700	090	820	48085240201	1,462.61
PRODUCERS DAIRY FOODS INC. Total													12,206.12
SAN MATEO COUNTY ENVIRONMENTAL	03/14/2023	837184	PO230152	13	5310	0	0000	3700	5899	090	820	378032	396.00
SAN MATEO COUNTY ENVIRONMENTAL Total													396.00
STOOKEY, MELISSA	03/16/2023	837808	PV230689	13	5310	0	0000	3700	5220	090	820	FEB23 MILEAGE	13.64
STOOKEY, MELISSA	03/14/2023	837185	PV230642	13	0000	0	0000	3700	5920	090	820	FEB22 FEDEX SHIPPING	78.95
STOOKEY, MELISSA Total													92.59
SYSCO FD SVCS OF SAN FRANCISCO	03/21/2023	838776	PO230341	13	5310	0	0000	3700	4700	090	820	550612856	3,083.40
SYSCO FD SVCS OF SAN FRANCISCO Total													3,083.40
TAN, LING ING	03/14/2023	837186	PV230643	13	5310	0	0000	3700	5899	090	820	JAN23 FOOD CARD	7.95
TAN, LING ING Total													7.95
WELLS FARGO	03/16/2023	837783	PV230673	13	5310	0	0000	3700	5899	090	820	4484 610003181180 FEB23	60.00
WELLS FARGO Total													60.00
			FUND 13									**SUBTOTAL**	211,717.61
AAA NETWORK SOLUTIONS INC	03/30/2023	841620	PO230803	14	0000	0	0000	8500	6270	090	732	PAY APP#1	169,219.27
AAA NETWORK SOLUTIONS INC Total													169,219.27
SAVIDGE, WILLIAM	03/16/2023	837779	PO231103	14	0000	0	0000	8500	6272	005	925	JAN23 SVC	690.88
SAVIDGE, WILLIAM Total													690.88
SILAO GENERAL ENGINEERING INC	03/14/2023	837193	PO231743	14	0000	0	0000	8500	6200	090	748	SG2023LR001	43,194.10
SILAO GENERAL ENGINEERING INC Total													43,194.10
			FUND 14									**SUBTOTAL**	213,104.25
BANK OF NEW YORK MELLON, THE	03/09/2023	821742	PV230472	21	0000	0	0000	8500	6260	098	902	252-2521785	(325.00)
BANK OF NEW YORK MELLON, THE	03/14/2023	837214	PV230645	21	0000	0	0000	8500	6260	098	902	REISSUE-252-2521785	325.00
BANK OF NEW YORK MELLON, THE Total													-
DANNIS WOLIVER KELLEY	03/28/2023	841069	PO230020	21	0000	0	0000	8200	5889	098	902	289322	29,252.50
DANNIS WOLIVER KELLEY	03/28/2023	841069	PO230020	21	0000	0	0000	8200	5889	098	902	289322-1	984.23

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Vendor Name	Date	Warrant #	Reference #	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Invoice #	Payment
DANNIS WOLIVER KELLEY Total													30,236.73
			FUND 21									**SUBTOTAL**	30,236.73
SCHOOL FACILITY CONSULTANTS	03/16/2023	837787	PO231608	25	0000	0	0000	8100	5899	090	717	0019106	95.00
SCHOOL FACILITY CONSULTANTS Total													95.00
			FUND 25									**SUBTOTAL**	95.00
19SIX ARCHITECTS	03/23/2023	839372	PO231249	40	9010	0	0000	8500	6210	032	929	5	664.00
19SIX ARCHITECTS Total													664.00
BANA BUILDERS INC.	03/14/2023	837202	PO231302	40	9010	0	0000	8500	6270	032	929	PAY APP# 6	21,696.10
BANA BUILDERS INC. Total													21,696.10
FAST GUARD SERVICES LLC	03/07/2023	835395	PO231014	40	9010	0	0000	8200	5899	011	902	INV-902414	13,440.00
FAST GUARD SERVICES LLC	03/23/2023	839418	PO231014	40	9010	0	0000	8200	5899	011	902	INV-902512	13,440.00
FAST GUARD SERVICES LLC	03/28/2023	841060	PO231014	40	9010	0	0000	8200	5899	011	902	INV-902539	13,440.00
FAST GUARD SERVICES LLC Total													40,320.00
HAMILTON & AITKEN ARCHITECTS	03/09/2023	836230	PO230804	40	9010	0	0000	8500	6210	090	954	2021.010.04	2,353.35
HAMILTON & AITKEN ARCHITECTS Total													2,353.35
HAMMACK, BRETT	03/09/2023	836231	PO231030	40	9010	0	0000	8500	6270	032	929	02-FINAL	999.00
HAMMACK, BRETT Total													999.00
HARLEY ELLIS DEVEREAUX	03/07/2023	835408	PO230265	40	9010	0	0000	8500	6210	033	926	983239	1,860.58
HARLEY ELLIS DEVEREAUX Total													1,860.58
HIBSER YAMAUCHI ARCHITECTS INC	03/23/2023	839411	PO230811	40	9010	0	0000	8500	6231	008	945	5889.000-08	1,034.25
HIBSER YAMAUCHI ARCHITECTS INC	03/23/2023	839411	PO230811	40	9010	0	0000	8500	6231	005	945	5889.000-08	2,616.00
HIBSER YAMAUCHI ARCHITECTS INC	03/23/2023	839411	PO230811	40	9010	0	0000	8500	6231	013	945	5889.000-08	618.00
HIBSER YAMAUCHI ARCHITECTS INC	03/23/2023	839411	PO230811	40	9010	0	0000	8500	6231	022	945	5889.000-08	564.00
HIBSER YAMAUCHI ARCHITECTS INC	03/23/2023	839411	PO230811	40	9010	0	0000	8500	6231	008	945	5889.000-11	5,171.25
HIBSER YAMAUCHI ARCHITECTS INC	03/23/2023	839411	PO230811	40	9010	0	0000	8500	6231	013	945	5889.000-11	2,781.00
HIBSER YAMAUCHI ARCHITECTS INC Total													12,784.50
SAVIDGE, WILLIAM	03/16/2023	837779	PO231103	40	9010	0	0000	8500	6272	090	945	JAN23 SVC	690.88
SAVIDGE, WILLIAM	03/16/2023	837779	PO231103	40	9010	0	0000	8500	6272	032	926	JAN23 SVC	690.88
SAVIDGE, WILLIAM	03/16/2023	837779	PO231103	40	9010	0	0000	8500	6272	021	931	JAN23 SVC	690.88
SAVIDGE, WILLIAM	03/16/2023	837779	PO231103	40	9010	0	0000	8500	6272	090	954	JAN23 SVC	690.88
SAVIDGE, WILLIAM Total													2,763.52
WEST COAST NETTING INC.	03/14/2023	837161	PO230775	40	9010	0	0000	8500	6270	033	935	PAY APP#3	15,575.00
WEST COAST NETTING INC. Total													15,575.00
			FUND 40									**SUBTOTAL**	99,016.05
Grand Total													4,155,966.69

WARRANTS BY FUND SUMMARY	
01 GENERAL FUND	3,556,276.40
11 ADULT EDUCATION FUND	7,749.35
12 CHILD DEVELOPMENT FUND	37,771.30

BOARD WARRANT REGISTER
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Vendor Name	Date	Warrant #	Reference #	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Invoice #	Payment
										13	NUTRITION SERVICES FUND		211,717.61
										14	DEFERRED MAINTENANCE		213,104.25
										21	BUILIDING FUND (BOND)		30,236.73
										25	CAPITAL FACILITES FUND		95.00
										40	SPECIAL RESERVE FUND		99,016.05
										TOTAL WARRANT REGISTER			**4,155,966.69**

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Cash Receipts Summary – March 1 to March 31, 2023

BACKGROUND:

The attached list is a Cash Receipts Summary Report for the period of March 1 to March 31, 2023. The Report is shown by Fund.

FISCAL IMPLICATIONS:

The Cash Receipts Summary Report represents revenues received by the District for the period of March 1 to March 31, 2023.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached Cash Receipts Summary Report.

SAN MATEO COUNTY OFFICE OF EDUCATION
40 - South San Francisco Unified School District
Budget Summary Report - Summary (From: 3/1/2023 To: 3/31/2023)
Board Cash Receipts Monthly Report

Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 01 GENERAL FUND								
Revenue								
8011	REV LIMIT ST AID CURR YR	3,356,626.00	302,097.00	2,450,336.00	-	906,290.00	0.7	0.3
8012	EPA ENTITLEMENT	1,597,056.00	364,970.00	1,163,498.00	-	433,558.00	0.7	0.3
8021	HOMEOWNERS' EXEMPTION	352,544.00	-	180,114.37	-	172,429.63	0.5	0.5
8029	OTHR SUBVENT/IN-LIEU TAX	5,699.00	-	41.28	-	5,657.72	0.0	1.0
8041	SECURED ROLLS TAX	86,494,275.00	4,285,986.50	56,486,977.19	-	30,007,297.81	0.7	0.3
8042	UNSECURED ROLL TAXES	279,540.00	163,198.37	360,120.61	-	(80,580.61)	1.3	(0.3)
8043	PRIOR YEARS' TAXES	94,806.00	(19,422.63)	75,383.81	-	19,422.19	0.8	0.2
8047	COMM REDEVLPMNT FUNDS	32,801,074.94	-	19,901,074.94	-	12,900,000.00	0.6	0.4
8091	REVENUE LIMIT TRANSFERS	(2,342,944.00)	-	-	-	(2,342,944.00)	-	1.0
8097	PROPERTY TAXES TRANSFERS	5,748,865.11	77,031.59	2,591,796.41	-	3,157,068.70	0.5	0.5
8181	SP ED ENTITL PER UDC	1,669,529.68	-	6,756.57	-	1,662,773.11	0.0	1.0
8182	SP ED DISCRETNARY GRANTS	552,443.68	56,709.85	56,709.85	-	495,733.83	0.1	0.9
8285	INTAGENCY CONTR BETW LEAS	15,600.00	4,655.69	7,013.29	-	8,586.71	0.4	0.6
8290	ALL OTHER FEDERAL REVENUE	7,991,800.41	609,795.00	3,758,848.30	-	4,232,952.11	0.5	0.5
8550	MANDATED COST REIMBURSE	332,202.00	-	332,202.00	-	-	1.0	-
8560	STATE LOTTERY REVENUE	1,822,110.00	701,666.88	1,300,785.99	-	521,324.01	0.7	0.3
8590	ALL OTHER STATE REVENUES	23,181,007.10	654,851.40	10,645,586.17	-	12,535,420.93	0.5	0.5
8625	COM REDEVEL FUND NOT SUBJ	2,917,813.98	-	1,417,813.98	-	1,500,000.00	0.5	0.5
8631	SALE OF EQUIP & SUPPLIES	4,375.00	-	-	-	4,375.00	-	1.0
8650	LEASES AND RENTALS	834,564.60	185,273.64	490,922.35	-	343,642.25	0.6	0.4
8660	INTEREST/FY21 INTEREST INCOME	568,380.60	0.35	226,694.34	-	341,686.26	0.4	0.6
8699	ALL OTHER LOCAL REVENUE	1,098,407.59	37,239.30	639,051.68	-	459,355.91	0.6	0.4
8919	OTH AUTH INTRFND XFERS IN	13,301.00	-	-	-	13,301.00	-	1.0
Total Revenue		169,389,077.69	7,424,052.94	102,091,727.13	-	67,297,350.56		
Total Fund 01 GENERAL FUND		169,389,077.69	7,424,052.94	102,091,727.13	-	67,297,350.56		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 11 ADULT EDUCATION FUND								
Revenue								
8290	ALL OTHER FEDERAL REVENUE	200,210.00	51,222.00	51,222.00	-	148,988.00	0.3	0.7
8590	ALL OTHER STATE REVENUES	1,166,108.00	103,443.00	827,538.00	-	338,570.00	0.7	0.3
8631	SALE OF EQUIP & SUPPLIES	300.00	20.00	105.00	-	195.00	0.4	0.7
8660	INTEREST/FY21 INTEREST INCOME	23,889.25	-	13,226.77	-	10,662.48	0.6	0.4
8671	ADULT EDUCATION FEES	29,959.00	4,352.00	26,568.00	-	3,391.00	0.9	0.1
8699	ALL OTHER LOCAL REVENUE	100.00	-	-	-	100.00	-	1.0
Total Revenue		1,420,566.25	159,037.00	918,659.77	-	501,906.48		
Total Fund 11 ADULT EDUCATION FUND		1,420,566.25	159,037.00	918,659.77	-	501,906.48		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 12 CHILD DEVELOPMENT FUND								
Revenue								
8290	ALL OTHER FEDERAL REVENUE	408,175.00	79,584.00	251,400.00	-	156,775.00	0.6	0.4
8590	ALL OTHER STATE REVENUES	1,799,006.00	367,845.00	1,311,481.71	-	487,524.29	0.7	0.3
8660	INTEREST/FY21 INTEREST INCOME	15,564.95	2.00	8,066.22	-	7,498.73	0.5	0.5
8689	ALL OTHR FEES & CONTRACTS	403,000.00	42,880.25	285,916.75	-	117,083.25	0.7	0.3
8699	ALL OTHER LOCAL REVENUE	2,236,455.82	-	467,774.60	-	1,768,681.22	0.2	0.8
Total Revenue		4,862,201.77	490,311.25	2,324,639.28	-	2,537,562.49		
Total Fund 12 CHILD DEVELOPMENT FUND		4,862,201.77	490,311.25	2,324,639.28	-	2,537,562.49		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 13 CAFETERIA FUND								
Revenue								
8222	FED REIM-BKF/FY21-FED REIM ALL	1,801,546.80	114,344.29	871,786.35	-	929,760.45	0.5	0.5
8227	FED.REIMB.-CHILD CARE	43,576.00	5,073.75	35,352.15	-	8,223.85	0.8	0.2
8290	ALL OTHER FEDERAL REVENUE	19,781.40	-	3,063.00	-	16,718.40	0.2	0.8
8522	ST REIMB-LNCH/FY21 STATE REIMB	3,869,952.66	372,791.29	1,396,840.45	-	2,473,112.21	0.4	0.6
8523	STATE REIMB.-CHILD CARE	15,000.00	202.04	1,026.24	-	13,973.76	0.1	0.9
8634	FS SALES/DAILY SALES	42,902.00	20,993.53	35,708.44	-	7,193.56	0.8	0.2
8637	STUD LCH/FY21 STUDENT CATERING	154,582.00	54,946.30	113,275.70	-	41,306.30	0.7	0.3
8638	ADLT LNCH/FY21 ADULT CATERING	297.00	-	225.00	-	72.00	0.8	0.2
8660	INTEREST/FY21 INTEREST INCOME	6,042.10	0.05	1,335.02	-	4,707.08	0.2	0.8
Total Revenue		5,953,679.96	568,351.25	2,458,612.35	-	3,495,067.61		
Total Fund 13 CAFETERIA FUND		5,953,679.96	568,351.25	2,458,612.35	-	3,495,067.61		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 14 DEFERRED MAINTENANCE FUND								
Revenue								
8091	REVENUE LIMIT TRANSFERS	2,342,944.00	-	-	-	2,342,944.00	-	1.0
8660	INTEREST/FY21 INTEREST INCOME	138,000.00	-	82,715.34	-	55,284.66	0.6	0.4
Total Revenue		2,480,944.00	-	82,715.34	-	2,398,228.66		
Total Fund 14 DEFERRED MAINTENANCE FUND		2,480,944.00	-	82,715.34	-	2,398,228.66		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 17 SP RESRV FD(OT CPTL OTLY PROJ)								
Revenue								
8660	INTEREST/FY21 INTEREST INCOME	248,170.00	-	126,441.95	-	121,728.05	0.5	0.5
Total Revenue		248,170.00	-	126,441.95	-	121,728.05		
Total Fund 17 SP RESRV FD(OT CPTL OTLY PROJ		248,170.00	-	126,441.95	-	121,728.05		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 21 BUILDING FUND								
Revenue								
8660	INTEREST/FY21 INTEREST INCOME	108,500.00	-	64,919.32	-	43,580.68	0.6	0.4
8919	OTH AUTH INTRFND XFERS IN	1,304,642.19	-	1,304,642.19	-	-	1.0	-
Total Revenue		1,413,142.19	-	1,369,561.51	-	43,580.68		
Total Fund 21 BUILDING FUND		1,413,142.19	-	1,369,561.51	-	43,580.68		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 25 CAPITAL FACILITIES FUND								
Revenue								
8660	INTEREST/FY21 INTEREST INCOME	117,645.00	-	60,221.29	-	57,423.71	0.5	0.5
8681	MITIGATION/DEVELOPER FEES	500,000.00	48,783.59	199,840.25	-	300,159.75	0.4	0.6
Total Revenue		617,645.00	48,783.59	260,061.54	-	357,583.46		
Total Fund 25 CAPITAL FACILITIES FUND		617,645.00	48,783.59	260,061.54	-	357,583.46		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 35 CO SCHOOL FACILITIES FUND								
Revenue								
8545	SCH FACIL APPORTIONMENTS	1,304,642.19	-	1,293,923.00	-	10,719.19	1.0	0.0
8660	INTEREST/FY21 INTEREST INCOME	23,000.00	-	10,719.19	-	12,280.81	0.5	0.5
Total Revenue		1,327,642.19	-	1,304,642.19	-	23,000.00		
Total Fund 35 CO SCHOOL FACILITIES FUND		1,327,642.19	-	1,304,642.19	-	23,000.00		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 40 SPECIAL RESERVE FUND CAP								
Revenue								
8660	INTEREST/FY21 INTEREST INCOME	69,000.00	-	30,910.67	-	38,089.33	0.4	0.6
8912	BTW GENERAL & SP RESERVE	2,917,813.98	-	-	-	2,917,813.98	-	1.0
Total Revenue		2,986,813.98	-	30,910.67	-	2,955,903.31		
Total Fund 40 SPECIAL RESERVE FUND CAP		2,986,813.98	-	30,910.67	-	2,955,903.31		

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Object	Object Description	Revised Budget	Current Activity	Activity Year To Date	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Activity	% Remaining
Fund 73 FOUNDATION TRUST FUND								
Revenue								
8660	INTEREST/FY21 INTEREST INCOME	7,286.40	-	3,688.86	-	3,597.54	0.5	0.5
Total Revenue		7,286.40	-	3,688.86	-	3,597.54		
Total Fund 73 FOUNDATION TRUST FUND		7,286.40	-	3,688.86	-	3,597.54		

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Declaration of Surplus Items

BACKGROUND:

The attached report is a list of items throughout the District that are unusable, not operable or obsolete. The District has determined each of the items is not under warranty and is not cost effective to repair due to its age.

The South San Francisco Unified School District would like to declare all the items obsolete and/or inoperable. The one thousand two hundred twenty (1,220) items are detailed on the attached list, and the total net book value for all the items is zero dollars ($0).

FISCAL IMPLICATIONS:

No money will be lost from the above recommended transaction because the items do not hold any value that has not already been amortized. Any funds generated from the disposal will be deposited into Fund 01. Upon Board approval, the District will dispose the items.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees declare the one thousand two hundred twenty (1,220) items unusable and obsolete as surplus items with a net book value of zero dollars ($0). It is further recommended that the District be authorized to dispose of these items.

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
N/A	5/1/2016	1	DELL KEYBOARD	CN-0L63N-71616-5B1-1G2N-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0C638N-71616-5B1-1P61-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0DJ331-7616-7BF-1EJD	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0194XT-73571-14U-01W0-A01	SPRUCE ES	$ -
24333	5/1/2016	1	HP PRINTER	CNBK611863	SPRUCE ES	$ -
27062	8/12/2010	1	EPSON PROJECTOR	KM3F062469L	SPRUCE ES	$ -
32963	1/26/2014	1	DELL LAPTOP	4TNP1Z1	SPRUCE ES	$ -
32938	1/26/2014	1	DELL LAPTOP	43PP1Z1	SPRUCE ES	$ -
32932	1/26/2014	1	DELL LAPTOP	8QV21Z1	SPRUCE ES	$ -
32955	1/26/2014	1	DELL LAPTOP	6JV21Z1	SPRUCE ES	$ -
32957	1/26/2014	1	DELL LAPTOP	5RV21Z1	SPRUCE ES	$ -
32962	1/26/2014	1	DELL LAPTOP	94V21Z1	SPRUCE ES	$ -
33006	2/25/2014	1	DELL LAPTOP	55V21Z1	SPRUCE ES	$ -
32959	1/26/2014	1	DELL LAPTOP	3ST21Z1	SPRUCE ES	$ -
32936	1/26/2014	1	DELL LAPTOP	B7QP1Z1	SPRUCE ES	$ -
32953	1/26/2014	1	DELL LAPTOP	6NT21Z1	SPRUCE ES	$ -
38669	5/1/2016	1	DELL TOWER	CN-061G60-70163-64G-00F3-A00	SPRUCE ES	$ -
27829	3/28/2011	1	DELL TOWER	CJJY7F1	SPRUCE ES	$ -
24320	5/1/2016	1	HP PRINTER	CNBK611848	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	VN00747M72 872-61LD4AB-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	KEYBOARD	CN-0C638N-71616-5B1-1LAJ-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OTP222-737317AP-CU8L	SPRUCE ES	$ -
30497	5/1/2016	1	DVD PLAYER	RC105304474	SPRUCE ES	$ -
N/A	5/1/2016	1	KEYBOARD	CN-0DJ331-71616-7B8-060F	SPRUCE ES	$ -
N/A	5/1/2016	1	MONITOR	CN-OFJ-18L-64180-6699-06NS	SPRUCE ES	$ -
27068	8/12/2010	1	EPSON LIGHT	KM3F04B475L	SPRUCE ES	$ -
38648	5/1/2016	1	DELL TOWER	F12YGB2 32717167886	SPRUCE ES	$ -
38647	5/1/2016	1	DELL TOWER	F12ZGB2 32717214542	SPRUCE ES	$ -
28142	7/7/2011	1	DELL TOWER	25BJKQ1 4675284649	SPRUCE ES	$ -
29821	5/1/2016	1	DELL TOWER	8NGMZD1 18832884085	SPRUCE ES	$ -
24360	1/17/2008	1	DELL TOWER	10R8DF1 2222522605	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0NJ174-73731-74Q-4Y58	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0XJ5TR-72872-647-D1YU-AJ0	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN0TP-22-73731-7A0-7N0L	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0XJ5TR-72872-647-D26U-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0DJ331-71616-74N-0J6T	SPRUCE ES	$ -
32949	1/26/2014	1	DELL LAPTOP	5CV21Z1	SPRUCE ES	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
32944	1/26/2014	1	DELL LAPTOP	J3V21Z1	SPRUCE ES	$ -
32934	1/26/2014	1	DELL LAPTOP	JHT21Z1	SPRUCE ES	$ -
32946	1/26/2014	1	DELL LAPTOP	HMV21Z1	SPRUCE ES	$ -
32945	1/26/2014	1	DELL LAPTOP	1KT21Z1	SPRUCE ES	$ -
36557	5/1/2016	1	DELL TOWER/KEYBOARD/MONITOR	H0GTB42	SPRUCE ES	$ -
36559	5/1/2016	1	DELL TOWER/KEYBOARD/MONITOR	H0ZTB42	SPRUCE ES	$ -
36552	5/1/2016	1	DELL TOWER/KEYBOARD/MONITOR	H0ZRB42	SPRUCE ES	$ -
36550	5/1/2016	1	DELL TOWER/KEYBOARD/MONITOR	H10RB42	SPRUCE ES	$ -
36549	5/1/2016	1	DELL TOWER/KEYBOARD/MONITOR	H0XVB42	SPRUCE ES	$ -
N/A	5/1/2016	1	EPSON PROJECTOR	VTFK6101018	SPRUCE ES	$ -
N/A	5/1/2016	1	TOSHIBA DVD	RC105304428	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0YGP39-72872-44T-DJCL	SPRUCE ES	$ -
30511	5/1/2016	1	HP LASERJET	SPR-RM19-1022N	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OYGP39-72872-44T-D7JL	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CNOYGP39-72872-44U-A2KL	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OTP222-737317AQ-7M7L	SPRUCE ES	$ -
24362	1/17/2008	1	DELL TOWER	1WQ8DF1	SPRUCE ES	$ -
N/A	5/1/2016	1	KEYBOARD	CN-0C638N-71616	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0XJFTR-72872-647-D23U-A00	SPRUCE ES	$ -
24193	6/11/2007	1	DELL TOWER	88NM2D1 SPR-STU-B2-01A	SPRUCE ES	$ -
43435	5/1/2016	1	DELL TOWER	SPR-STU-B2-01B	SPRUCE ES	$ -
38563	4/23/2015	1	DELL TOWER	F13VGB2 SPR-STU-B2-01C	SPRUCE ES	$ -
N/A	5/1/2016	1	EPSON PRINTER	QJ24339027	SPRUCE ES	$ -
N/A	5/1/2016	1	HP KEYBOARD	BC2AB0F1UWA1G7	SPRUCE ES	$ -
122566	5/1/2016	1	HP MONITOR	CNK926088R	SPRUCE ES	$ -
13159	5/1/2016	1	HP MONITOR	CNC9320CHQ	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN0FJ18164180669OYS	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-ONJ174-73731-74A58Y8	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-00747M-72872-61L-D4PB-A00	SPRUCE ES	$ -
33015	2/25/2014	1	DELL LAPTOP	CLL9MW1	SPRUCE ES	$ -
32958	1/26/2014	1	DELL LAPTOP	GKV21Z1	SPRUCE ES	$ -
32937	1/26/2014	1	DELL LAPTOP	85PP1Z1	SPRUCE ES	$ -
32954	1/26/2014	1	DELL LAPTOP	6NV21Z1	SPRUCE ES	$ -
32939	1/26/2014	1	DELL LAPTOP	84V21Z1	SPRUCE ES	$ -
32940	1/26/2014	1	DELL LAPTOP	4Y5X1Z1	SPRUCE ES	$ -
32930	1/26/2014	1	DELL LAPTOP	23V21Z1	SPRUCE ES	$ -
32948	1/26/2014	1	DELL LAPTOP	14V21Z1	SPRUCE ES	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
32931	1/26/2014	1	DELL LAPTOP	GXNP1Z1	SPRUCE ES	$ -
32947	1/26/2014	1	DELL LAPTOP	13PP1Z1	SPRUCE ES	$ -
32942	1/26/2014	1	DELL LAPTOP	1KNW0Z1	SPRUCE ES	$ -
32941	1/26/2014	1	DELL LAPTOP	47V21Z1	SPRUCE ES	$ -
32952	1/26/2014	1	DELL LAPTOP	2XNP1Z1	SPRUCE ES	$ -
32933	1/26/2014	1	DELL LAPTOP	54V21Z1	SPRUCE ES	$ -
32961	1/26/2014	1	DELL LAPTOP	29QP1Z1	SPRUCE ES	$ -
32951	1/26/2014	1	DELL LAPTOP	82V21Z1	SPRUCE ES	$ -
32960	1/26/2014	1	DELL LAPTOP	D3V21Z1	SPRUCE ES	$ -
32935	1/26/2014	1	DELL LAPTOP	HNV21Z1	SPRUCE ES	$ -
32950	1/26/2014	1	DELL LAPTOP	J1V21Z1	SPRUCE ES	$ -
32943	1/26/2014	1	DELL LAPTOP	8B6X1Z1	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0YGP39-72872-44T-D7AL	SPRUCE ES	$ -
121822	5/1/2016	1	DELL MONITOR	CNK9061CVI	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	OHFOK3-64180-16A-2EJC	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-00747M-72872-61L-D4NB-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	OHFOK3-64180-16A-2EDC	SPRUCE ES	$ -
11455	5/1/2016	1	HP PRINTER	MY28K1Q13T	SPRUCE ES	$ -
28875	5/1/2016	1	HP PRINTER	CNBK611844	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	OYGP39-72872-44T-D7HL	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	OYGP39-72872-44T-D7FL	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	OYGP39-72872-4400FK2L	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	OYGP39-72872-44T-D78L	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	OYGP39-72872-44T-D77L	SPRUCE ES	$ -
28143	7/7/2011	1	DELL TOWER	SPR-TCH-14-02B / 25DHKQ1	SPRUCE ES	$ -
25592	1/12/2009	1	DELL TOWER	SPR-TCH-RC-03 / C1VFXH1	SPRUCE ES	$ -
38651	5/1/2016	1	DELL TOWER	SPR-STU-14-01C	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OXJ5TR-72872-647-D31U-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0C638N-71616	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0C638N-71616	SPRUCE ES	$ -
38652	5/1/2016	1	DELL TOWER	SPR-STU-14-02C	SPRUCE ES	$ -
38665	5/1/2016	1	DELL TOWER	SPR-STU-B4-01C	SPRUCE ES	$ -
24369	1/17/2008	1	DELL TOWER	6WQ8DF1	SPRUCE ES	$ -
26123	12/9/2009	1	DELL TOWER	5GNBGK1	SPRUCE ES	$ -
27818	3/28/2011	1	DELL TOWER	GFJF9F1	SPRUCE ES	$ -
38674	5/1/2016	1	DELL TOWER	CN-061G60-70163-64G-00E6-A00	SPRUCE ES	$ -
38673	5/1/2016	1	DELL TOWER	F11YGB2	SPRUCE ES	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
N/A	5/1/2016	1	MCACALLY KEYBOARD	8135000498	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-ORH659-73571-9AK-00M0	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0194XT-73571-14N-0EEK-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0C638N-716165BQ-0JW8-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-01638N-71616-5BI-1LB5-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OXJ5TR-72872-647-DITU-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0TP219-64180-82F-0BWS	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-DDJ331-71616-7BA-0DLF	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-01C638N-71616	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0TP219-64180-7AH-19RS	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0C638N-71616	SPRUCE ES	$ -
38679	5/1/2016	1	DELL TOWER	3271693460	SPRUCE ES	$ -
27817	3/28/2011	1	DELL TOWER	889Z5D1	SPRUCE ES	$ -
38680	5/1/2016	1	DELL TOWER	CN-061G60-70163-04G-00ED-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OHF0K3-64180-16A-2ECC	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OXJ5TR-72872-647-D36U-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OXJ5TR-72872-647-D2GU-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0C638N-71616	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL KEYBOARD	CN-0C638N-71616	SPRUCE ES	$ -
N/A	5/1/2016	1	KEYBOARD LOGITECH	CZ109HU	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OXJ55TR-72872-647-D2KU-A00	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0TP222-73731-7AN-C7YL	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-0C2JMK-74445-98R-DDJU	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OFJ181-6480-667-26RS	SPRUCE ES	$ -
N/A	5/1/2016	1	DELL MONITOR	CN-OXJ5TR-72872-647-DUT4-A00	SPRUCE ES	$ -
30476	5/1/2016	1	EPSON LIGHT	KM3F062473L	SPRUCE ES	$ -
24351	1/17/2008	1	DELL TOWER	4WQ8DF1	SPRUCE ES	$ -
38657	5/1/2016	1	DELL TOWER	F10TGB2	SPRUCE ES	$ -
38655	5/1/2016	1	DELL TOWER	F0ZWGB2	SPRUCE ES	$ -
38658	5/1/2016	1	DELL TOWER	F0ZTGB2	SPRUCE ES	$ -
38579	5/1/2016	1	DELL TOWER	F112HB2	SPRUCE ES	$ -
38578	5/1/2016	1	DELL TOWER	F121HB2	SPRUCE ES	$ -
38580	5/1/2016	1	DELL TOWER	F11ZGB2	SPRUCE ES	$ -
25588	1/12/2009	1	DELL TOWER	1RTFXH1	SPRUCE ES	$ -
24321	5/1/2016	1	HP PRINTER	N/A	SPRUCE ES	$ -
24094	6/11/2007	1	DELL TOWER	15NM2D1	SPRUCE ES	$ -
24183	6/11/2007	1	DELL TOWER	94NM2D1	SPRUCE ES	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
38650	5/1/2016	1	DELL COMPUTER CASE	F133HB2	SPRUCE ES	$ -
30473	5/1/2016	1	DELL COMPUTER CASE	F141HB2	SPRUCE ES	$ -
38649	5/1/2016	1	DELL COMPUTER CASE	24ZGKQ1	SPRUCE ES	$ -
24363	1/17/2008	1	DELL TOWER	7ZQ8DF1	SPRUCE ES	$ -
30472	5/1/2016	1	DELL COMPUTER CASE	8XT2ZC1	SPRUCE ES	$ -
25379	6/5/2009	1	DELL TOWER	6OT05J1	SPRUCE ES	$ -
25603	6/30/2011	1	OVERHEAD PROJECTOR	S171056756	SPRUCE ES	$ -
28885	5/1/2016	1	HP PRINTER	CNBK611848	SPRUCE ES	$ -
36542	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0XPB42	SPRUCE ES	$ -
36560	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H12QB42	SPRUCE ES	$ -
36561	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0YWB42	SPRUCE ES	$ -
36538	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H10XB42	SPRUCE ES	$ -
36539	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0YTB42	SPRUCE ES	$ -
36553	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H11QB42	SPRUCE ES	$ -
36554	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H11RB42	SPRUCE ES	$ -
36555	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0XWB42	SPRUCE ES	$ -
36547	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H02WB42	SPRUCE ES	$ -
36556	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H10TB42	SPRUCE ES	$ -
36551	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H11TB42	SPRUCE ES	$ -
36548	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H10QB42	SPRUCE ES	$ -
36537	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H02VB42	SPRUCE ES	$ -
36536	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0YQB42	SPRUCE ES	$ -
36536	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H11VB42	SPRUCE ES	$ -
36534	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0X5B42	SPRUCE ES	$ -
36533	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0XRB42	SPRUCE ES	$ -
36532	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H11XB42	SPRUCE ES	$ -
36531	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0YVB42	SPRUCE ES	$ -
36530	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H11SB42	SPRUCE ES	$ -
36529	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0YSB42	SPRUCE ES	$ -
36528	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0YRB42	SPRUCE ES	$ -
36546	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H10WB42	SPRUCE ES	$ -
36545	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H11WB42	SPRUCE ES	$ -
36544	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0ZSB42	SPRUCE ES	$ -
36543	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H10VB42	SPRUCE ES	$ -
36558	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0ZQB42	SPRUCE ES	$ -
36540	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H0ZPB42	SPRUCE ES	$ -
36541	5/1/2016	1	DELL TOWER, MONITOR, KEYBOARD	H10SB42	SPRUCE ES	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
23948	5/1/2016	1	HP LASERJET 1505N	VND3501330	JUNIPERO SERRA ES	$ -
33444	5/7/2014	1	HP LASERJET 1606DN	VND3625529	JUNIPERO SERRA ES	$ -
33449	5/7/2014	1	HP LASERJET 1606DN	VND3F62667	JUNIPERO SERRA ES	$ -
33446	5/7/2014	1	HP LASERJET 1606DN	VND3F62666	JUNIPERO SERRA ES	$ -
33445	5/7/2014	1	HP LASERJET 1606DN	VND3625518	JUNIPERO SERRA ES	$ -
33447	5/7/2014	1	HP LASERJET 1606DN	VND3F62675	JUNIPERO SERRA ES	$ -
33448	5/7/2014	1	HP LASERJET 1606DN	VND3G25509	JUNIPERO SERRA ES	$ -
38048	1/11/2016	1	HP LASERJET PRO M201DW	VNB3F65579	JUNIPERO SERRA ES	$ -
38045	1/11/2016	1	HP LASERJET PRO M201DW	VNB3F65571	JUNIPERO SERRA ES	$ -
38047	1/11/2016	1	HP LASERJET PRO M201DW	VNB3F65566	JUNIPERO SERRA ES	$ -
24139	6/11/2007	1	DELL OPTIPLEX 745	3SGM2D1	JUNIPERO SERRA ES	$ -
31612	5/1/2016	1	HP LASERJET 2100 TN	USBB013081	JUNIPERO SERRA ES	$ -
N/A	5/1/2016	1	DELL MONITOR	72872-761-4984	JUNIPERO SERRA ES	$ -
10990	5/1/2016	1	HP DESKJET 5550	MY28K1Q155	JUNIPERO SERRA ES	$ -
36520	5/1/2016	1	HP LJ PRO M401DNE	PHGFG57294	JUNIPERO SERRA ES	$ -
36521	5/1/2016	1	HP LJ PRO M401DNE	PHGFG55290	JUNIPERO SERRA ES	$ -
24491	5/1/2016	1	HP LASERJET 1505N	VND3H14008	JUNIPERO SERRA ES	$ -
23974	5/1/2016	1	HP LASERJET 1505N	VND3501336	JUNIPERO SERRA ES	$ -
24902	5/1/2016	1	HP LASERJET 1505N	CNBK532004	JUNIPERO SERRA ES	$ -
24901	5/1/2016	1	HP LASERJET 1505N	CNBK531952	JUNIPERO SERRA ES	$ -
N/A	5/1/2016	1	HP LASERJET PRO M201DW	VNB3F48227	JUNIPERO SERRA ES	$ -
38046	1/11/2016	1	HP LASERJET PRO M201DW	VNB3F65559	JUNIPERO SERRA ES	$ -
40812	5/1/2016	1	HP LASERJET M402DNE	P4B5C26224	MARTIN ES	$ -
45976	5/1/2016	1	HP LASERJET M402DNE	JOBDZ35521	MARTIN ES	$ -
45974	5/1/2016	1	HP LASERJET M402DNE	JPBDZ40901	MARTIN ES	$ -
N/A	5/1/2016	1	HP LASERJET M402DNE	PHBHB006245	MARTIN ES	$ -
45975	5/1/2016	1	HP LASERJET M402DNE	PHB5G05374	MARTIN ES	$ -
37393	5/1/2016	1	HP LASERJET M402DNE	PHBQB08141	MARTIN ES	$ -
45977	5/1/2016	1	HP LASERJET M402DNE	JPBD235528	MARTIN ES	$ -
39586	5/1/2016	1	HP LASERJET M402DNE	JPBDY09908	MARTIN ES	$ -
40811	5/1/2016	1	HP LASERJET M402DNE	PH85C26213	MARTIN ES	$ -
40816	5/1/2016	1	HP LASERJET M402DNE	PHB5C26221	MARTIN ES	$ -
40813	5/1/2016	1	HP LASERJET M402DNE	PHB5C26215	MARTIN ES	$ -
26621	5/1/2016	1	HP LASERJET 1022	CNBC59G099	WESTBOROUGH MS	$ -
22552	5/1/2016	1	HP LASERJET 1022	VNB3M05172	WESTBOROUGH MS	$ -
32840	10/18/2013	1	HP LASERJET 1606	VND3B87709	WESTBOROUGH MS	$ -
32888	11/27/2013	1	HP LASERJET 1606	VND3F25094	WESTBOROUGH MS	$ -

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Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
32887	11/27/2013	1	HP LASERJET 1606	VND3F25089	WESTBOROUGH MS	$ -
32890	11/27/2013	1	HP LASERJET 1606	VND3F25088	WESTBOROUGH MS	$ -
24548	5/1/2016	1	HP LASERJET 1505	CNBK511827	WESTBOROUGH MS	$ -
N/A	5/1/2016	1	HP LASERJET 1505	CNBK611862	WESTBOROUGH MS	$ -
30881	5/1/2016	1	HP LASERJET 1505	VND3C59828	WESTBOROUGH MS	$ -
24545	5/1/2016	1	HP LASERJET 1505	VND3H19570	WESTBOROUGH MS	$ -
48221	5/1/2016	1	HP LASERJET HPM 402	VND3B10980	WESTBOROUGH MS	$ -
40125	5/1/2016	1	HP LASERJET HPM 402	PHB5F03546	WESTBOROUGH MS	$ -
48142	5/1/2016	1	HP LASERJET HPM 402	PHDBB00852	WESTBOROUGH MS	$ -
48143	5/1/2016	1	HP LASERJET HPM 402	PHDBC03648	WESTBOROUGH MS	$ -
37799	12/14/2015	1	HP LASERJET HPM 402	PHBQD04404	WESTBOROUGH MS	$ -
37802	12/14/2015	1	HP LASERJET HPM 402	PHBQG00438	WESTBOROUGH MS	$ -
45930	5/1/2016	1	HP LASERJET HPM 402	PHB5703302	WESTBOROUGH MS	$ -
43395	5/1/2016	1	HP LASERJET HPM 402	PHB5F35210	WESTBOROUGH MS	$ -
37803	12/14/2015	1	HP LASERJET HPM 402	PHBQC03706	WESTBOROUGH MS	$ -
42059	5/1/2016	1	HP LASERJET HPM 402	PHB5B52249	WESTBOROUGH MS	$ -
45933	5/1/2016	1	HP LASERJET M404	PHB5703288	WESTBOROUGH MS	$ -
37800	12/14/2015	1	HP LASERJET M404	PHBQD04407	WESTBOROUGH MS	$ -
33848	5/1/2016	1	HP LASERJET M404	PHBQH19505	WESTBOROUGH MS	$ -
48222	5/1/2016	1	HP LASERJET M404	VND3B10451	WESTBOROUGH MS	$ -
37801	12/14/2015	1	HP LASERJET M404	PHBQC04490	WESTBOROUGH MS	$ -
45931	5/1/2016	1	HP LASERJET M404	PHB5703287	WESTBOROUGH MS	$ -
29187	5/1/2016	1	HP M402DN	PHBQD18991	MARTIN ES	$ -
39584	5/1/2016	1	HP M402DN	JPBDY09919	MARTIN ES	$ -
40815	5/1/2016	1	HP M402DN	PHB5C26206	MARTIN ES	$ -
48423	5/1/2016	1	HP M402DN	VNG3B08602	MARTIN ES	$ -
40814	5/1/2016	1	HP M402DN	PHB5C26217	MARTIN ES	$ -
14560	2/18/2014	1	HP OFFICEJET PRO 8600	CN3BFFXJ6N	MARTIN ES	$ -
N/A	5/1/2016	1	CANON IMAGE CLASS D661	ZTV04667	MARTIN ES	$ -
36674	5/1/2016	1	HP QQ337US DESKTOP	MXL1131031	MARTIN ES	$ -
N/A	5/1/2016	1	HP QQ337US DESKTOP	MXL113MZ3	MARTIN ES	$ -
N/A	5/1/2016	1	DELL OPTIPLEX 3010	2TL9DX1	MARTIN ES	$ -
N/A	5/1/2016	1	CHAPTEL 84I	ESN3G8E151253	MARTIN ES	$ -
N/A	5/1/2016	1	VIEWSONIC VA2431 WM	RPX1005001761	MARTIN ES	$ -
N/A	5/1/2016	1	DELL 1G01FP FLAT PANEL MONITOR	CN-05Y232-71618-46ABHHM	MARTIN ES	$ -
31002	5/1/2016	1	HP 1606DN PRINTER	VNB3L39273	SUNSHINE GARDENS ES	$ -
N/A	5/1/2016	1	HP 1606DN PRINTER	VNB3L39291	SUNSHINE GARDENS ES	$ -

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Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
32805	9/13/2013	1	HP 1606DN PRINTER	VND3C75432	SUNSHINE GARDENS ES	$ -
31010	5/1/2016	1	HP 1606DN PRINTER	VNB3L39277	SUNSHINE GARDENS ES	$ -
11644	5/1/2016	1	HP LJ1022N PRINTER	VNB3D20610	SUNSHINE GARDENS ES	$ -
11656	5/1/2016	1	HP LJ1022N PRINTER	VNB3T01762	SUNSHINE GARDENS ES	$ -
22437	5/1/2016	1	HP LJ1022N PRINTER	CNVC028192	SUNSHINE GARDENS ES	$ -
29959	5/1/2016	1	HP LJ1022N PRINTER	VNB3D26595	SUNSHINE GARDENS ES	$ -
11651	2/23/2010	1	HP OJ 6500 PRINTER	M49AC4X02905G2	SUNSHINE GARDENS ES	$ -
20039	5/1/2016	1	HP LJ P1505N	VND3H01894	SUNSHINE GARDENS ES	$ -
37284	5/1/2016	1	HP LJ PRO 400	PH6DP73284	SUNSHINE GARDENS ES	$ -
38748	5/1/2016	1	M49AC4X02905G2	JPBDY12645	SUNSHINE GARDENS ES	$ -
36381	5/1/2016	1	HP 1606	VNB3N21280	SUNSHINE GARDENS ES	$ -
37189	8/26/2015	1	HP M201DW	VNB3F69400	SUNSHINE GARDENS ES	$ -
34382	2/17/2015	1	HP M201DW	VNB3C18810	SUNSHINE GARDENS ES	$ -
N/A	5/1/2016	1	SINGER SEWING MACHINE	SCHOLATIC MODEL 717	ADULT EDUCATION	$ -
N/A	5/1/2016	1	ACER MONITOR	N/A	ADULT EDUCATION	$ -
N/A	5/1/2016	52	DELL MONITORS	N/A	ADULT EDUCATION	$ -
26435	5/1/2016	1	HP PRINTER	DESK JET 5650	ADULT EDUCATION	$ -
N/A	5/1/2016	1	HP PRINTER	HP 4500 CN163J1282	ADULT EDUCATION	$ -
01112	5/1/2016	1	STEREO CASSETTE 7070	N/A	ADULT EDUCATION	$ -
01105	5/1/2016	1	HP LAPTOP	TW11626336	ADULT EDUCATION	$ -
N/A	5/1/2016	1	GATEWAY LAPTOP	T4C8511087783	ADULT EDUCATION	$ -
N/A	5/1/2016	1	FUJITSU SCANNER	SCANSNAP S1500	ADULT EDUCATION	$ -
N/A	5/1/2016	1	EPSON PRINTER MODEL B472B	NAMY065706	ADULT EDUCATION	$ -
01045	5/1/2016	1	HP PRINTER LASERJET 2100TN	USG12011808	ADULT EDUCATION	$ -
27178	5/1/2016	1	OPTIPLEX 780	OKXGVD	ADULT EDUCATION	$ -
29828	5/1/2016	1	OPTIPLEX 755	OHY385	ADULT EDUCATION	$ -
27487	6/24/2011	1	OPTIPLEX 780	HT4VJQ1	ADULT EDUCATION	$ -
25368	6/19/2009	1	OPTIPLEX 760	J7Q1PJ1	ADULT EDUCATION	$ -
26597	9/1/2007	1	KANGURU	U2-DVDDUPE-D716	ADULT EDUCATION	$ -
23911	5/10/2008	1	OPTIPLEX 755	9TJC1G1	ADULT EDUCATION	$ -
27154	2/18/2011	1	OPTIPLEX 780	1DS68P1	ADULT EDUCATION	$ -
N/A	5/1/2016	1	OPTIPLEX 755	9ZXQ3H5	ADULT EDUCATION	$ -
N/A	5/1/2016	1	OPTIPLES GX520	999CY81	ADULT EDUCATION	$ -
N/A	5/1/2016	1	OPTIPLEX 755	9ZXQ3H1	ADULT EDUCATION	$ -
26300	5/3/2010	1	OPTIPLEX 780	GDGYGM1	ADULT EDUCATION	$ -
23905	5/10/2008	1	OPTIPLEX 755	FTJC1G1	ADULT EDUCATION	$ -
26295	5/3/2010	1	OPTIPLEX 780	FDGYGM1	ADULT EDUCATION	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
26309	5/3/2010	1	OPTIPLEX 780	DDGYGM1	ADULT EDUCATION	$ -
26289	5/3/2010	1	OPTIPLEX 780	BDGYGM1	ADULT EDUCATION	$ -
25359	5/1/2016	1	OPTIPLEX 760	88Q1DJ1	ADULT EDUCATION	$ -
26291	5/3/2010	1	OPTIPLEX 780	DCGYGM1	ADULT EDUCATION	$ -
26288	5/3/2010	1	OPTIPLEX 780	5CGYGM1	ADULT EDUCATION	$ -
26307	5/3/2010	1	OPTIPLEX 780	4CGYGM1	ADULT EDUCATION	$ -
25357	5/1/2016	1	OPTIPLEX 760	H7Q1RJ1	ADULT EDUCATION	$ -
26294	5/3/2010	1	OPTIPLEX 780	2DGYGM1	ADULT EDUCATION	$ -
25360	5/1/2016	1	OPTIPLEX 760	28Q1RJ1	ADULT EDUCATION	$ -
25365	5/1/2016	1	OPTIPLEX 760	38Q1PJ1	ADULT EDUCATION	$ -
N/A	5/1/2016	1	OPTIPLEX 760	F8Q1PJ1	ADULT EDUCATION	$ -
25363	5/1/2016	1	OPTIPLEX 760	C8Q1PJ1	ADULT EDUCATION	$ -
25370	5/1/2016	1	OPTIPLEX 760	58Q1RJ1	ADULT EDUCATION	$ -
25453	4/8/2009	1	OPTIPLEX 760	5B7ZJG1	ADULT EDUCATION	$ -
27502	5/1/2016	1	OPTIPLEX 745	5R725C1	ADULT EDUCATION	$ -
25364	5/1/2016	1	OPTIPLEX 760	98Q1RJ1	ADULT EDUCATION	$ -
25366	5/1/2016	1	OPTIPLEX 760	19Q1PJ1	ADULT EDUCATION	$ -
26310	5/3/2010	1	OPTIPLEX 780	JBGYGM1	ADULT EDUCATION	$ -
26305	5/3/2010	1	OPTIPLEX 780	HBGYGM1	ADULT EDUCATION	$ -
24036	5/1/2016	1	OPTIPLEX 745	DKGM2D1	ADULT EDUCATION	$ -
26286	5/3/2010	1	OPTIPLEX 780	GCGYGM1	ADULT EDUCATION	$ -
26301	5/3/2010	1	OPTIPLEX 780	1CGYGM1	ADULT EDUCATION	$ -
26303	5/3/2010	1	OPTIPLEX 780	CDGYGM1	ADULT EDUCATION	$ -
25373	5/1/2016	1	OPTIPLEX 760	68Q1PJ1	ADULT EDUCATION	$ -
26287	5/3/2010	1	OPTIPLEX 780	BBGYGM1	ADULT EDUCATION	$ -
26293	5/3/2010	1	OPTIPLEX 780	JDGYGM1	ADULT EDUCATION	$ -
25356	5/1/2016	1	OPTIPLEX 760	18Q1RJ1	ADULT EDUCATION	$ -
27193	2/18/2011	1	OPTIPLEX 780	1DQ78P1	ADULT EDUCATION	$ -
25374	5/1/2016	1	OPTIPLEX 760	78Q1PJ1	ADULT EDUCATION	$ -
23906	5/10/2008	1	OPTIPLEX 755	3VJC1G1	ADULT EDUCATION	$ -
N/A	5/1/2016	4	BOXES OF KEYBOARDS	N/A	ADULT EDUCATION	$ -
N/A	5/1/2016	3	BOXES OF CABLES	N/A	ADULT EDUCATION	$ -
N/A	5/1/2016	1	ZEMTH	CD PLAYER	ADULT EDUCATION	$ -
01023	5/1/2016	1	TOSHIBA	CD PLAYER	ADULT EDUCATION	$ -
N/A	5/1/2016	1	RICOH PRINTER	N/A	ADULT EDUCATION	$ -
N/A	5/1/2016	1	HP PRINTER	N/A	ADULT EDUCATION	$ -
N/A	5/1/2016	4	ZENITH TVS	N/A	ADULT EDUCATION	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
N/A	2/1/2016	668	Weeded Library Books		SSFHS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	07730063NA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	16B25163NA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	31121759TA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	37132765TA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	3Y142556TA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	43309550TA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	2510486ATA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	4431854TA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	3Z300213TA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA223WM MULTI SYNV LCD MONITOR	43309090TA	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9010368	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9030JMY	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK904152B	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK90414XS	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK8161GQQ	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK90414XR	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9250LCN	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HPLA2205WG MONITOR	3CQ9425JFJ	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HPLA2205WG MONITOR	3CQ0170BVH	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HPLA2205WG MONITOR	2ME0060524	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9290JJ1	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9061295	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK90414XC	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK90414XY	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9280FYR	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9030HKS	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9340MB5	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9041527	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK9290JHZ	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK8170TJL	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP LA220WG MONITOR	3CQ170LNB	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP LA220WG MONITOR	3CQD194H75	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP FL472A LCD MONITOR	CNK8341T23	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	HP Z24I	CNK4400MDT	PARKWAY HEIGHTS MS	$ -
N/A	5/1/2016	1	NEC EA221WM LCD MONITOR	19B1537NA	PARKWAY HEIGHTS MS	$ -
31652	5/1/2016	1	HP LASERJET 2420DN	CNDJC10696	ALTA LOMA MS	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
31583	5/1/2016	1	HP LASERJET 2420DN	CNGB49134	ALTA LOMA MS	$ -
11423	5/1/2016	1	HP LASERJET 2200DN	CN6RD30543	ALTA LOMA MS	$ -
32129	5/1/2016	1	HP LASERJET P3015	VNB3Y44666	ALTA LOMA MS	$ -
26836	5/1/2016	1	HP LASERJET 1320N	CNHC6420T2	ALTA LOMA MS	$ -
23669	5/1/2016	1	HP LASERJET 1320N	CNHC6420TF	ALTA LOMA MS	$ -
23711	5/1/2016	1	HP LASERJET 1320N	CNHC64W1LW	ALTA LOMA MS	$ -
23695	5/1/2016	1	HP LASERJET 1320N	CNHC6420V9	ALTA LOMA MS	$ -
26837	5/1/2016	1	HP LASERJET 1320N	CHNC6420TY	ALTA LOMA MS	$ -
23706	5/1/2016	1	HP LASERJET 1320N	CNHC6420VC	ALTA LOMA MS	$ -
32895	12/19/2013	1	HP LASER JET P1606DN	VND3G04810	ALTA LOMA MS	$ -
33347	5/15/2014	1	HP LASER JET P1606DN	VND3G27511	ALTA LOMA MS	$ -
32892	12/19/2013	1	HP LASER JET P1606DN	VND3G04805	ALTA LOMA MS	$ -
25145	5/10/2023	1	HP LASER JET P1606DN	VNB3M23694	ALTA LOMA MS	$ -
32893	12/19/2013	1	HP LASER JET P1606DN	VND3G04809	ALTA LOMA MS	$ -
33648	7/23/2014	1	HP LASER JET P1606DN	VND3G21916	ALTA LOMA MS	$ -
32894	12/19/2013	1	HP LASER JET P1606DN	VND3G04811	ALTA LOMA MS	$ -
32097	11/9/2012	1	HP LASER JET P1606DN	VNB3N35076	ALTA LOMA MS	$ -
33947	8/28/2014	1	HP LASER JET P1606DN	VND3G45500	ALTA LOMA MS	$ -
32842	10/18/2013	1	HP LASER JET P1606DN	VND3B87708	ALTA LOMA MS	$ -
31606	5/1/2016	1	HP LASERJET P1505N	VND3H15908	ALTA LOMA MS	$ -
31667	5/1/2016	1	HP LASERJET P1505N	VND3H15902	ALTA LOMA MS	$ -
37297	5/1/2016	1	HP LASERJET PRO M201DW	VNB3F40208	ALTA LOMA MS	$ -
37299	5/1/2016	1	HP LASERJET PRO M201DW	VNB3F40222	ALTA LOMA MS	$ -
37298	5/1/2016	1	HP LASERJET PRO M201DW	VNB3F40225	ALTA LOMA MS	$ -
41390	5/30/2017	1	HP LASERJET PRO M402DNE	JPBDZ01489	ALTA LOMA MS	$ -
42357	9/15/2017	1	HP LASERJET PRO M402DNE	PHB5F20709	ALTA LOMA MS	$ -
37500	5/1/2016	1	HP LASERJET PRO M402DNE	PHBQD04174	ALTA LOMA MS	$ -
38065	2/1/2016	1	HP LASERJET PRO M402DNE	PHBQH11374	ALTA LOMA MS	$ -
42150	5/1/2016	1	HP LASERJET PRO M402DNE	PHB5B36189	ALTA LOMA MS	$ -
37808	5/1/2016	1	VDI WYSE PXN-P25	9F2DM609962	PARKWAY HEIGHTS MS	$ -
37824	5/1/2016	1	VDI WYSE PXN-P25	9F2DM611871	PARKWAY HEIGHTS MS	$ -
37831	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608877	PARKWAY HEIGHTS MS	$ -
37836	5/1/2016	1	VDI WYSE PXN-P25	9F2DM607477	PARKWAY HEIGHTS MS	$ -
37827	5/1/2016	1	VDI WYSE PXN-P25	9F2DM612572	PARKWAY HEIGHTS MS	$ -
37822	5/1/2016	1	VDI WYSE PXN-P25	9F2DM610254	PARKWAY HEIGHTS MS	$ -
37832	5/1/2016	1	VDI WYSE PXN-P25	9F2DM607403	PARKWAY HEIGHTS MS	$ -
37815	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608762	PARKWAY HEIGHTS MS	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
37812	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608453	PARKWAY HEIGHTS MS	$ -
37839	5/1/2016	1	VDI WYSE PXN-P25	9F2DM607561	PARKWAY HEIGHTS MS	$ -
37829	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608166	PARKWAY HEIGHTS MS	$ -
37813	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608914	PARKWAY HEIGHTS MS	$ -
37814	5/1/2016	1	VDI WYSE PXN-P25	9F2DM609089	PARKWAY HEIGHTS MS	$ -
37817	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608860	PARKWAY HEIGHTS MS	$ -
37820	5/1/2016	1	VDI WYSE PXN-P25	9F2DM612422	PARKWAY HEIGHTS MS	$ -
37837	5/1/2016	1	VDI WYSE PXN-P25	9F2DM610140	PARKWAY HEIGHTS MS	$ -
37818	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608538	PARKWAY HEIGHTS MS	$ -
37819	5/1/2016	1	VDI WYSE PXN-P25	9F2DM610916	PARKWAY HEIGHTS MS	$ -
37823	5/1/2016	1	VDI WYSE PXN-P25	9F2DM611206	PARKWAY HEIGHTS MS	$ -
37805	5/1/2016	1	VDI WYSE PXN-P25	9F2DM611832	PARKWAY HEIGHTS MS	$ -
37825	5/1/2016	1	VDI WYSE PXN-P25	9F2DM612545	PARKWAY HEIGHTS MS	$ -
37821	5/1/2016	1	VDI WYSE PXN-P25	9F2DM611301	PARKWAY HEIGHTS MS	$ -
37807	5/1/2016	1	VDI WYSE PXN-P25	9F2DM610560	PARKWAY HEIGHTS MS	$ -
37810	5/1/2016	1	VDI WYSE PXN-P25	9F2DM609456	PARKWAY HEIGHTS MS	$ -
37816	5/1/2016	1	VDI WYSE PXN-P25	9F2DM607872	PARKWAY HEIGHTS MS	$ -
37826	5/1/2016	1	VDI WYSE PXN-P25	9F2DM610963	PARKWAY HEIGHTS MS	$ -
37806	5/1/2016	1	VDI WYSE PXN-P25	9F2DM607598	PARKWAY HEIGHTS MS	$ -
37811	5/1/2016	1	VDI WYSE PXN-P25	9F2DM609064	PARKWAY HEIGHTS MS	$ -
37828	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608624	PARKWAY HEIGHTS MS	$ -
37809	5/1/2016	1	VDI WYSE PXN-P25	9F2DM611791	PARKWAY HEIGHTS MS	$ -
37833	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608416	PARKWAY HEIGHTS MS	$ -
37835	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608084	PARKWAY HEIGHTS MS	$ -
37838	5/1/2016	1	VDI WYSE PXN-P25	9F2DM606309	PARKWAY HEIGHTS MS	$ -
37830	5/1/2016	1	VDI WYSE PXN-P25	9F2DM607312	PARKWAY HEIGHTS MS	$ -
37834	5/1/2016	1	VDI WYSE PXN-P25	9F2DM608983	PARKWAY HEIGHTS MS	$ -
25419	5/1/2016	1	HP LASER JET 1505DN	VND3H32071	BURI BURI ES	$ -
25423	5/1/2016	1	HP LASER JET 1505DN	VND3C37615	BURI BURI ES	$ -
25401	5/1/2016	1	HP LASER JET 1505DN	VND3H30585	BURI BURI ES	$ -
31043	5/1/2016	1	HP LASER JET 1505DN	VND3C32206	BURI BURI ES	$ -
32165	9/26/2014	1	HP LASER JET 1606DN	VND3H18255	BURI BURI ES	$ -
32166	5/1/2016	1	HP LASER JET 1606DN	VND3H18257	BURI BURI ES	$ -
32164	9/26/2014	1	HP LASER JET 1606DN	VND3H18490	BURI BURI ES	$ -
32169	5/1/2016	1	HP LASER JET 1606DN	VND3H18252	BURI BURI ES	$ -
28496	5/1/2016	1	HP OFFICEJET 6100	CN23D2B2GW	BURI BURI ES	$ -
31046	5/1/2016	1	HP DESKJET 5550	MY28R19268	BURI BURI ES	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
30687	5/1/2016	1	HP LASERJET 1320N	CNLJB15432	BURI BURI ES	$ -
09872	5/1/2016	1	HP LASERJET 1320N	CNDJJ90909	BURI BURI ES	$ -
30651	5/1/2016	1	HP LASERJET 1320N	CNLJB02215	BURI BURI ES	$ -
09875	5/1/2016	1	HP LASERJET 1320N	CNDJJ90926	BURI BURI ES	$ -
23239	5/1/2016	1	HP LASERJET 1320N	CNLJH38521	BURI BURI ES	$ -
25984	11/5/2009	1	HP LASERJET P2035N	CNB9R24302	BURI BURI ES	$ -
26008	12/6/2009	1	HP LASERJET P2035N	CNB0B13775 40P8JL1	BURI BURI ES	$ -
26001	10/21/2011	1	HP LASERJET P2035N	CNB0B13769	BURI BURI ES	$ -
26005	11/5/2009	1	HP LASERJET P2035N	CNB9R24314	BURI BURI ES	$ -
N/A	5/1/2016	1	HP LJM204DW	VNB3H04247	BURI BURI ES	$ -
25989	8/2/2012	1	HP LASERJET PRO M401M	VNB4B09587	BURI BURI ES	$ -
25990	8/2/2012	1	HP LASERJET PRO M401M	VNB4B09601	BURI BURI ES	$ -
25987	11/5/2009	1	HP LASERJET PRO M401M	CNB9R24313	BURI BURI ES	$ -
N/A	5/1/2016	1	HP M201DN	VNB3F48229	BURI BURI ES	$ -
32177	5/1/2016	1	HR M402DNE	PHB5600493	BURI BURI ES	$ -
32168	3/25/2014	1	DELL OPTIPLEX 745	D9585D1	BURI BURI ES	$ -
32215	1/1713	1	DELL GX 790	1CDGQW1	BURI BURI ES	$ -
32086	10/8/2012	1	DELL OPTIPLEX 790	J2XXVV1	BURI BURI ES	$ -
28318	2/1/2012	1	DELL OPTIPLEX 790	HQDJHS1	BURI BURI ES	$ -
26454	6/11/2007	1	DELL OPTIPLEX 745	JLGM2D1	BURI BURI ES	$ -
32219	1/17/2013	1	DELL GX 790	1C9DQW1	BURI BURI ES	$ -
32216	1/17/2013	1	DELL GX 790	1CFFQW1	BURI BURI ES	$ -
33440	4/14/2014	1	HP XW4600 WORKSTATION	2UA94307Y5	BURI BURI ES	$ -
32090	10/8/2012	1	DELL OPTIPLEX 790	J2XYVV1	BURI BURI ES	$ -
32082	10/8/2012	1	DELL OPTIPLEX 790	J2WZVV1	BURI BURI ES	$ -
25348	6/19/2009	1	OPTIPLEX 760	89Q1PJ1	BURI BURI ES	$ -
23264	10/12/2016	1	DELL OPTIPLEX GX520	3J81XB1	BURI BURI ES	$ -
24471	8/27/2008	1	DELL LATITUDE D630	4JF36H1	BURI BURI ES	$ -
26121	7/30/2009	1	OPTIPLEX 760	DJ8C3L1	BURI BURI ES	$ -
32217	1/17/2013	1	DELL GX 790	1CBFQW1	BURI BURI ES	$ -
41143	3/16/2017	1	DELL LAPTOP	DDM23F2	PONDEROSA ES	$ -
44633	10/3/2017	1	ACER LAPTOP	NXG55AA010707021DF7600	PONDEROSA ES	$ -
44641	10/3/2017	1	ACER LAPTOP	NXG55AA0107070305E7600	PONDEROSA ES	$ -
44642	10/3/2017	1	ACER LAPTOP	NXG55AA010707030707600	PONDEROSA ES	$ -
45643	5/1/2016	1	ACER LAPTOP	NXG55AA01081723E8B7600	PONDEROSA ES	$ -
41138	3/16/2017	1	DELL LAPTOP	2FM23F2	PONDEROSA ES	$ -
45649	5/1/2016	1	ACER LAPTOP	NXG55AA01081723EFE7600	PONDEROSA ES	$ -

Declaration of Surplus Items						
Fixed Asset Tag#	Date in Service	Qty	Description	Serial Number	Location	Net Book Value
41158	4/11/2017	1	DELL LAPTOP	4HHK4F2	PONDEROSA ES	$ -
28704	5/1/2016	1	HP LAPTOP	SCD6132W93	PONDEROSA ES	$ -
28725	5/1/2016	1	HP LAPTOP	SCD6132X35	PONDEROSA ES	$ -
28693	5/1/2016	1	HP LAPTOP	SCD6132ZN1	PONDEROSA ES	$ -
28718	5/1/2016	1	HP LAPTOP	SCD6132X2X	PONDEROSA ES	$ -
28710	5/1/2016	1	HP LAPTOP	SCD6132WGW	PONDEROSA ES	$ -
28714	5/1/2016	1	HP LAPTOP	SCD6132X3K	PONDEROSA ES	$ -
28695	5/1/2016	1	HP LAPTOP	SCD6132X55	PONDEROSA ES	$ -
28698	5/1/2016	1	HP LAPTOP	SCD6132X4K	PONDEROSA ES	$ -
28702	5/1/2016	1	HP LAPTOP	SCD6132X2P	PONDEROSA ES	$ -
28719	5/1/2016	1	HP LAPTOP	SCD6132WFF	PONDEROSA ES	$ -
28700	5/1/2016	1	HP LAPTOP	SCD6132X4P	PONDEROSA ES	$ -
33926	5/1/2016	1	DOCUMENT CAMERA	5305784000145	PONDEROSA ES	$ -
	Total Items:	**1220**				

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Acceptance of Gifts

BACKGROUND:

The District has received the attached list of cash and in-kind gifts during the month of May 2023.

FISCAL IMPLICATIONS:

The gifts will benefit the District Office or school sites that has been requested by the donors.

RECOMMENDATION:

Staff recommends that the Board of Trustees accepts the gifts on behalf of the District.

TO THE BOARD OF TRUSTEES FROM THE SUPERINTENDENT – ACCEPTANCE OF GIFTS FOR MAY 2023.

It is recommended that the South San Francisco Unified School District Board of Trustees accept the following gifts for the District:

$100,000 – Non-monetary donation of 5000 SF Giants Tote Bags valued roughly at $100,000 total to the SSFUSD for student and staff support.

$5.80 from Box Tops for Education General-Mills to Ponderosa Elementary School in support of student and school needs.

$500 from Toni Ratcliff-Powell to South San Francisco High School for the Earl Powell Scholarship Program.

$2,500 from Michael F. Coyne to South San Francisco High School for the purpose of the Principal's Outstanding AVID Senior Award.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Approval of 2022-23 and 2023-24 Fundraiser

BACKGROUND:

Each year, the Board of Trustees approves all fund-raisers to be held on behalf of the schools and students of the District.

The following fund-raiser is being submitted for approval:

Parkway Heights Middle School

ASB	See's Online Fundraiser – Selling See's Candy via online. Commencing May 2023 through May 2024.

FISCAL IMPLICATIONS:

All funds from approved fund raisers are accounted for in the School Site Associated Student Body (ASB).

RECOMMENDATION:

Staff recommends that the Board of Trustees approve the fundraiser listed above.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Professional Services Agreements Under $25,000

BACKGROUND:

The following Professional Service Agreements are being submitted for approval:

District Office – Business Services

$17,000	DSK Architects - To provide acoustic treatment for the ECHS Dance Studio to minimize noise traveling to the Sp. Ed classroom next door (room 61). Services include site verification, design, construction documents, DSA approval, bidding, and more. Commencing May 2023.
$21,000	DSK Architects - To remove the three stand-alone islands with plumbing, gas, and electrical lines at ECHS' Room 48 and provide a junction box at the utility termination. Services also includes refinishing of said space with a new floor finish and any electrical and data needs. Commencing May 2023.
$19,600	Arbortech Corporation - Removal of 4-8 young eucalyptus trees behind the property of a residential home located on Alta Loma Drive in SSF. Trees are located on Alta Loma MS property against an active, small stream. Commencing May 2023.
$24,999	AVI SPL LLC – Adding 4 additional desktop rechargeable microphone bases to the existing system of a total of 8 functional microphones at the

	Serra Vista Training Room. Additional services include installation of charger, amplifiers, speakers and more. Commencing May 18, 2023.
$13,368	A.R.T. Carpet and Vinyl - Removal and dumping of existing carpet and tile and installation of new Armstrong vinyl tile in Junipero Serra ES's room 6 and Los Cerritos ES's room 15. Commencing June 2023.

District Office – Ed Services

$23,420.60	Vista Higher Learning (Get Ready!) - Piloting a comprehensive standards-based program developed to address the unique needs of elementary, middle, and high school newcomer/beginner English learners. This multi-level program engages students with age-appropriate, motivating communicative presentations, as well as literary and informational lessons. Commencing August 1, 2023 through November 30, 2023.

Ponderosa Elementary School

$8,900	Soul Shoppe - Providing Tools of the Heart Digital Course with four on-site lessons. Commencing August 9, 2023 through May 30, 2024.

FISCAL IMPLICATIONS:

Listed above.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the professional services agreements as presented.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Governor's 2023-24 May Revision Update

BACKGROUND:

On Friday, May 12, 2023, Governor Newsom released the May Revision to his 2023-24 January budget proposal. This is the final statutory opportunity for the Governor to update his economic projections prior to the enactment of the State Budget in June. Factors such as tax revenues, population growth, and competing state priorities are all detailed in the Governor's May Revision.

The State's General Fund revenues are estimated to be over $9 billion lower than in January, which brings the total budget shortfall to $31.5 billion. Given the state's revenue shortfall since January, the Governor is relying on a combination of borrowing, deferring implementation of planned investments, and reductions in one-time funding provided to school districts in the current year to cover the shortfall in the 2023-24 State budget.

Staff will be attending virtual and in-person workshops to gather more detailed information to share with the Board.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

For Information/Discussion only.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Resolution #23-44

LESBIAN, GAY, BISEXUAL, TRANSGENDER, and QUEER (LGBTQ+) PRIDE MONTH
JUNE 1 – JUNE 30, 2023

WHEREAS, "Gay and Lesbian Pride Month" was established in June of 2000 by Presidential Proclamation and grew to eventually be designated ***Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) Pride Month****; and*

WHEREAS, this month was chosen as it denotes the anniversary of the protests against unfair discrimination and harassment following a June 1969 police raid on the Stonewall Inn, a gay bar in New York City. This event was considered a watershed moment in the modern LGBTQ+ rights movement in the United States, earning national attention in their struggle for equality; and

WHEREAS, LGBTQ+ Pride Month is a time to take a positive stance against offensive and violent behavior toward LGBTQ+ people, demonstrate acceptance, peacefully protest, and raise political awareness of current issues facing their community, encourage inclusiveness, and promote their diversity, dignity, and visibility as a social group; and

WHEREAS, LGBTQ+ Pride Month recognizes the contributions and significance of LGBTQ+ people in promoting equal rights regardless of sexual orientation or gender identity and acknowledges their contributions economically, culturally, and socially to the development of United States history; and

WHEREAS, California Education Code Section 51204.5 specifically calls for instruction in the social sciences to include the study of the role and contributions of lesbian, gay, bisexual, and transgender Americans, to the economic, political, and social development of California and the nation, with particular emphasis on portraying the role of this group in contemporary society; and

NOW, THEREFORE, BE IT RESOLVED that the South San Francisco Unified School District Board of Trustees hereby recognizes and wishes to honor LGBTQ+ Americans during ***LGBTQ+ Pride Month.***

REGULARLY PASSED AND ADOPTED this 25th day of May 2023.

AYES in Favor of Said Resolution

_____ ATTEST:

_____ _____
Secretary/Clerk of the Board

_____

_____ _____
Superintendent of Schools

_____

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

DATE: May 25, 2023

RE: Approval of the District's Refreshed Mission Statement

BACKGROUND

At the May 11, 2023 Board meeting, the school board learned about the year-long visioning effort to develop a "SSFUSD Portrait of a Graduate" which describes the knowledge, skills, and mindsets our graduates will need to thrive in the future.

For more details about the process, including community feedback and external research, click here to see a summary from our planning partner Attuned Education Partners: http://bit.ly/3V1vmHA

The visioning work we've done this year will establish the foundation for our District's multi-year strategic planning process. Our Portrait of a Graduate paints a clear picture of what we want to be true for all our graduates. Using this as our end-goal, we will spend the summer and fall developing a plan to achieve this vision.

As part of our year-long work, SSFUSD also utilized the feedback to develop a Refreshed Mission Statement that aligns with our Portrait of a Graduate. The Refreshed Mission Statement which is listed below, captures the core principles of why we exist and what we aspire to provide for all students.

"In partnership with our community, South San Francisco Unified School District (SSFUSD) will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body so that students are equipped to learn, thrive, navigate their future with purpose, and impact their community."

FISCAL IMPLICATIONS:

None

RECOMMENDATION

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Refreshed Mission Statement that aligns with the District's Portrait of a Graduate which reflects the hopes and dreams of the SSFUSD community.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs

Sabrina Yacoub, Director Pupil Personnel, Special Education

DATE: May 25, 2023

RE: Approval to Purchase *Learning Without Tears Get Set for School* Program for the 2023-24 to 2025-26 School Years.

BACKGROUND:

The Special Education Department is working on student indicators and kinder readiness for our PreK programs as part of the District's Special Education plan. This work includes ensuring that all teachers have access to evidence-based tools. This memo is to request the *Learning without Tears Get Set for School* program as part of this plan. *Get Set for School* is aligned to CA early learning foundations, CA TK standards, CAEYC, and Head Start. The program has been used successfully across the country, originally as Language and Learning, Readiness and Writing, Numbers and Math. It was then developed into the complete program that includes: Language and Literacy, Readiness and Writing, Numbers and Math, Oral Language, Science, Social Studies, and Social Emotional (or Positive Habits). More information can be found on their website: https://www.lwtears.com/solutions/early-learning/get-set-for-school/Instructional-Philosophy

FISCAL IMPLICATIONS:

The total cost for 3 years is **$42,903.68**.

- Three year quote of materials is $23,703.68
- $6,300 for one day of in-person, on site professional development for all PreK staff, as well as one virtual modular training per year, totaling $18,900.

We are using Special Education PreK Relief funds to offset costs. We currently have $42,261 in funds that must be allocated by July 1, 2023 for use by September 2023.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve this three-year contract with *Learning Without Tears Get Set for School* Program, in order to fulfill our curricular needs for the 2023-24 through 2025-26 school years in the amount of $42,903.68.

Fit, Feasibility, Monitoring and Evaluation Questions (FFME)
Vendor questions

1. Rigor of methodology- Can your findings be distinguished from other organizations/processes? How rigorous was your research methodology?
   Get Set for School is used across the nation in special populations – it is recommended by OT's as well as other professionals in the field of special education
   Link to PreK efficacy informationThank

2. The quality of the findings and the outcome data - Can the strategy or program you use bring forward the desired outcome - has there been evidence of this with those whom you've worked?
   GSS Research Review & GSS Research Review to be sent under separate cover
   Link to Research Review

3. How aligned and accurate are the outcome data that support this practice? Was the research design rigorous enough to determine impact?
   GSS is aligned to CA early learning foundations, CA TK standards, CAEYC and Head Start
   Link to Correlations to California Preschool Foundations standards

4. Generalizability of findings - Do the findings still apply to the SSFUSD context?. How well do these supportive findings apply to my context and under what conditions was this evidence-based practice implemented? (This is a question as to if they've worked in districts with similar demographics, size, etc.)
   GSS is used in San Jose USD, Elk Grove USD and many others for the same population as well as in Gen Ed. References can be provided upon request.

5. Timeliness – Are the findings recent enough to still be relevant and applicable? Have you had recent success with the districts whom you've worked? Would you mind sharing their contact and any positive outcome data?
   The data is current and being used successfully in districts across the nation
   PreK Efficacy doc is dated 2018
   Research Review is dated 2020

6. To what extent has your company received positive commendations or recommended by a reputable source?

   Testimonials are found on the website here.The program has been used successfully across the country, originally as Language and Learning, Readiness and Writing, Numbers and Math – and was then developed into the complete program that includes: Language & Literacy, Readiness and Writing, Numbers &

Math, Oral Language, Science, social Studies, and Social Emotional (or Positive Habits)

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7. What has been the degree your program/service has been used?
   Get Set for School is used throughout the US, Canada and internationally

8. To what degree has your program/service demonstrated a positive impact on its intended audience?
   Example – a 6 week pilot in Lompoc USD “every class – 6 pilot classes – each showed growth of all students – teachers stated they wished they had had it for the entire year.”

In the PreK Efficacy doc, there are charts/graphs included to show the growth of the students over 7 months of a school year. These students had been given 5 standardized tests prior to beginning the Get Set for School program. (published 2018)

9. To what degree has the timeliness of your program/service had with current educational priorities and policy developments?
   Get Set for School is steeped in 'hands on learning', foundational skills needed to be successful as a student. It began in 1970 as a handwriting program, and has evolved to a complete preschool program, targeting all the domains identified in the CA preschool learning foundations.

Additional Questions to consider if a vendor cannot answer Levels of Evidence questions 1-5) (is it credible and defensable)

10. Has your organization/program gone through a process that has been approved by state of CA (adoption-curriculum)
    No, this is a prek-5 year developmentally appropriate program and is not reviewed by the state dept of education

11. What is the level of support
    Learning Without Tears has a complete dedicated staff assigned to your district/site for sales, customer success, technology, and professional development. The team is highly trained and includes experts, such as OT's, subject matter experts, most of the team have been teachers, administrators and some are authors. Professional development is included as the secondary quote for the program.

Get Set for School®

Correlations to California's Early Learning Standards



LEARNING **Without Tears**™

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I. Welcome to the Get Set for School Complete Pre-K Program

Access to Digital Materials

Access to Digital Teaching Tools Digital Access of the Get Set for School Complete Pre-K Program (e.g., Teacher's Guides, Activity Books, Read-Aloud Books, Assessments, Teaching Tools, Resources, etc.)	To view the Get Set for School digital teaching tools and resources, go to the Pre-K Interactive Teaching Tool (PreKITT) using the free two-week trial with the following information. **Access the Pre-K Interactive Teaching Tool:** **URL:** prekitt.lwtears.com

Research

The Get Set for School Complete Pre-K Program is based on a theory and knowledge base that reflects a philosophical orientation. The Get Set for School Complete Pre-K Program is supported by child development research, theory, and practice. In addition, the curriculum is appropriate and uniquely designed for all learners and cultural backgrounds.	1. Get Set for School Research Review: https://www.lwtears.com/resources/get-set-school-research-review 2. Get Set for School: A Proven Success in Preparing Children for Kindergarten: https://www.lwtears.com/resources/get-set-school-proven-success 3. Getting to Know Get Set for School: • Pre-K Philosophy (Vol 1., pp. 6–7) • Language & Literacy (Vol 1., pp. 10–11) • Readiness & Writing (Vol 1., pp. 14–17) • Numbers & Math (Vol 1., pp. 20–21) • Oral Language (Vol 1., pp. 24–25, 46–49) • Science & Social Studies (Vol. 1., pp. 26–27) • Developmental Stages (*Vol. 1,* pp. 28–31) • References (*Vol. 1,* pp. 137–146)

National Standards Alignment

Alignment to NAEYC standards and the Head Start Early Learning Outcomes Framework	Please see the correlations: https://www.lwtears.com/gss/launch/get-set-school-correlations-download?pi_list_email=elizabeth.dewitt%40hwtears.com#form-return

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Assessments	
The Get Set for School Complete Pre-K Program assessment tools are age appropriate and provide multiple ways and times for periodic and ongoing assessment and documentation for all learners.	**Daily Assessment** Opportunities Using Check for Understanding: Look for the Check for Understanding questions that appear at point-of-use with each lesson for Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science and Social Studies. Teachers can use them daily to quickly evaluate what children understood about each lesson and what they did not understand, so they can immediately modify instruction and reteach if necessary. **Weekly Assessment** Opportunities Using Classroom Observation Checklists: 1. Assess children one or more days a week using the Classroom Observation Checklist. Use the data from your Observation Checklists to identify targeted instruction and practice that you can provide during morning work, Centers, etc. For instance, when you identify skills that are a challenge for children, you can provide several activities from the Multisensory Activities & Centers in the *Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* (Vol.1, pp. 44–90). In addition, you can add to and extend the lessons using the Support/ELL and Enrichment Activities listed below the daily lessons. 2. Language & Literacy: To address letter identification, use the A-B-C Touch & Flip® Cards. Review the Language & Literacy Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and ideas for small group Centers (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Vol.1, pp. 44–45). Do not forget the Student App: Sound Around Letters (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Vol.1, p. 53). 3. Readiness & Writing: To address name writing, use the strategies from the Readiness & Writing Multisensory Activities & Centers to assist with planning. Select a teacher-led activity to use in a name writing Center or at another time of the day (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Vol. 1,* pp. 78–81), and for individual capital letter practice, use the Wet-Dry-Try App (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Vol. 1,* pp. 72–73). 4. Numbers & Math: To address number identification, use the 1-2-3 Touch & Flip® Cards. Review the Numbers & Math Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and ideas for small group Centers. Do not forget the Student App: Touch & Flip Numbers (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Vol. 1,* pp. 82–83, 90). **Periodic Assessment** Opportunities using the Benchmark Assessments: The Benchmark Assessments are given three times per year (e.g., beginning, middle, and end of year). The Get Set for School assessment results assist teachers in knowing what their students' present level of performance is in order to guide instruction and to address Pre-K skills, including the areas of alphabet knowledge, phonological awareness, and number sense and operations. *Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* (*Vol. 1,* Pre-K Assessments, p. 95). **Digital Access to Assessments and Instructions:** To review the Assessments, go to the Pre-K Interactive Teaching Tool (PreKITT) using the login information listed above with digital resources. Once you have logged in, locate the left-hand navigation panel, and select the Assessment tab.

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Professional Development	
Professional Development Resources	To view the Professional Development resources, please see: Pre-K Implementation at https://www.lwtears.com/professional-development/#online-services For details on more specific professional development offerings, please email coordinator@LWTears.com or call 402.492.2766.
The Get Set for School Complete Pre-K Program provides high quality professional development.	At Learning Without Tears, we believe that all students can learn when provided personalized instruction, strategies designed to meet their unique and diverse learning needs/abilities and is supported by assessment. Similarly, with our professional development we address the skills educators need to be successful in their classroom or distant learning instruction through personalized and peer learning that meets the learning styles and needs of all adult learners. Our training is offered onsite and/or virtually throughout the academic school year. And, to promote educator learning and curriculum implementation support throughout the school year, the Professional Development Hub provides customizable training with microlearning videos, access to live and on-demand webinars, classroom videos, and optional coaching sessions with our curriculum support specialists. Our professional development builds effective teachers and prepares them to deliver joyful, child friendly learning experiences that encourage student participation and achievement. We also focus on methods to identify and strategies to use to support English language learners and how to challenge students that are ready to learn more. Included in our Professional Development is a one-year subscription to the Professional Development Hub. This is a 24/7 learning hub for educators who are using the Learning Without Tears programs with students. It provides yearlong, any time of the day access to get implementation answers, how-to videos on using the curriculum with students, and more. Our numerous training offerings combined with our Professional Development Hub provide numerous getting started and ongoing follow-up training and learning opportunities.
The Get Set for School Complete Pre-K Program's trainings are based on sound adult learning theory.	Learning Without Tears professional development programs are designed to encourage attendee participation and meet diverse adult learning styles. Learning occurs through hands-on experiences, reflection, note taking, collaboration, and brainstorming in individual and peer group activities. Our trainings encourage active participation and willingness to share and ask questions to deepen participants understanding of the content. The content is practical and applicable to classroom instruction with research supports when needed. Attendees are encouraged to facilitate learning activities with peers to practice and expand their own learning. Our Professional Development Hub supports adult learners by offering 24/7 on-demand and customizable training opportunities suited to their needs.
The Get Set for School Complete Pre-K Program's trainers have appropriate knowledge of the curriculum model.	Learning Without Tears requires all trainers to use our curriculum with students of varying ages and abilities daily. Our trainers are not training theorists. They have years of practical experience implementing our curriculum in numerous learning environments. To become a certified trainer, they go through a minimum six-month certification process that includes annual review and recertification based on their continual use of our curriculum with students and their ability to facilitate impactful adult-learning training workshops. The Learning Without Tears curriculum is driven by child development research and the research used to develop the curriculum is shared throughout the training. Additionally, general child development research and how to identify typical/atypical developing children is also shared.
The Get Set for School Complete Pre-K Program's theory, research, and practice are linked.	During the training, as child development research and theory is shared, educators will learn what activities and lessons build specific skills in a child friendly, developmentally appropriate way. They will further learn what learning sequence to use in their daily instruction that maximizes the learning time and builds important foundational skills first.

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Domain: Social-Emotional Development	Get Set for School
Self	
1.0 Self-Awareness	
At around 48 months of age	
1.1 Describe their physical characteristics, behavior, and abilities positively.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social- Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, p. 109; Language & Literacy, p.118; Science pp. 27, 115, 119
At around 60 months of age	
1.1 Describe their physical characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social- Emotional Learning, p. 100; Books All Year, pp. 102-103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p.118; Science pp. 27, 115, 119
2.0 Self-Regulation	
At around 48 months of age	
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Classroom Management Tips, "Transition Tips," pp. 33–34; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 33, 37, 177; Social Studies, p. 163
At around 60 months of age	
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p.29
3.0 Social and Emotional Understanding	
3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, p. 109; Social Studies, p. 19

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At around 60 months of age	
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 102-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187; Oral Language, p.213
4.0 Empathy and Caring	
At around 48 months of age	
4.1 Demonstrate concern for the needs of others and people in distress.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social- Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, p. 109; Language & Literacy, p.118; Oral Language p. 151
At around 60 months of age	
4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 102-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187
5.0 Initiative in Learning	
At around 48 months of age	
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102-103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 187, 371
At around 60 months of age	
5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, p. 32; Social Studies, Enrichment, p. 187; Numbers and Math, p.383

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Social Interaction	
1.0 Interactions with Familiar Adults	
At around 48 months of age	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 316
At around 60 months of age	
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 316
2.0 Interactions with Peers	
At around 48 months of age	
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102-103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104
At around 60 months of age	
2.1 More actively and intentionally cooperate with each other.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104
At around 48 months of age	
2.2 Participate in simple sequences of pretend play.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 175 (Step 5), p. 187 (Step 6)
At around 60 months of age	
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 175 (Step 5)

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At around 48 months of age	
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Social Studies, p. 187; Language & Literacy, p. 316
At around 60 months of age	
2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187; Language & Literacy, Enrichment, p. 316
3.0 Group Participation	
At around 48 months of age	
3.1 Participate in group activities and are beginning to understand and cooperate as group members.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Digital Educator Teaching Tools: PreKITT, MyLWT, Digital Teaching Tips, pp. 32–37; Language & Literacy Multisensory Activities, Student App: Sound Around Letters, p. 53; Readiness & Writing Multisensory Activities, Student App: Wet-Dry-Try App, p. 73; Numbers & Math Multisensory Activities, Student App: Touch & Flip Numbers, p. 90
At around 60 months of age	
3.1 Participate positively and cooperate ate with social expectations, group rules, and roles.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; Books All Year, pp. 102–105
4.0 Cooperation and Responsibility	
At around 48 months of age	
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, pp. 100–101; Books All Year, Social-Emotional Learning Books, Feelings and Dealings: The ABC's of Emotions by Camille Childs, p. 104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 109; Language & Literacy, p. 118; Social Studies, p. 163
At around 60 months of age	
4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 37, 69; Social Studies, p. 163

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Relationships	
1.0 Attachments to Parents	
At around 48 months of age	
1.1 Seek security and support from their support from their primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102-103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104
At around 60 months of age	
1.1 Take greater initiative in seeking primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p.205
At around 48 months of age	
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104
At around 60 months of age	
1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 197, 199
At around 48 months of age	
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104
At around 60 months of age	
1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104

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2.0 Close Relationships with Teachers and Caregivers	
At around 48 months of age	
2.0 Seek security and support from their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90
At around 60 months of age	
2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90
At around 48 months of age	
2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90
At around 60 months of age	
2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90
3.0 Friendships	
At around 48 months of age	
3.1 Choose to play with one or two special peers whom they identify as friends.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 15
At around 60 months of age	
3.1 Friendships are more reciprocal, exclusive, and enduring.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 197

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Language and Literacy	Get Set for School
Listening and Speaking	
0 Language Use and Conventions	
At around 48 months of age	
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Developmental Stages, 4-Year-Old, Language &Literacy, p. 30; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, p.14; Oral Language, p. 21
At around 60 months of age	
1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
At around 48 months of age	
1.2 Speak clearly enough to be understood by familiar adults and children.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Developmental Stages, 4-Year-Old, Language &Literacy, p. 30; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Suggestions for 3-Year-Olds, pp. 144, 343; Readiness & Writing, p.14; Oral Language, p. 21
At around 60 months of age	
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Developmental Stages, 4-Year-Old, Language &Literacy, p. 30; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, p.14; Oral Language, p. 21
At around 48 months of age	
1.3 Use accepted language and style during communication with familiar adults and children.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
At around 60 months of age	
1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353

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At around 48 months of age	
1.4 Use language to construct short narratives that are real or fictional.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353; Social Studies, p. 111
At around 60 months of age	
1.4 Use language to construct extended narratives that are real or fictional.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353; Enrichment, p. 205
2.0 Vocabulary	
At around 48 months of age	
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
At around 60 months of age	
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 353; Language & Literacy, p. 312, Support/ELL, p. 276; Numbers & Math, pp. 99, 177
At around 48 months of age	
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	*Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Oral Language, Days 5, Throughout, e.g., pp. 193, 205, 353
At around 60 months of age	
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout, e.g., pp. 247; Science, Throughout, p. 253; Social Studies, Throughout, p. 445
At around 48 months of age	
2.3 Understand and use simple words that describe the relations between objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Day 1 Throughout, e.g., pp. 283, 345, 349; Numbers & Math, p. 407; Science, p. 401
At around 60 months of age	
2.3 Understand and use both simple and complex words that describe the relations between objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Day 1 Throughout, e.g., pp. 283, 345; Enrichment, pp. 283, 345; Numbers & Math, p. 383; Science, p. 401

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3.0 Grammar	
At around 48 months of age	
3. Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Enrichment, p. 221; Numbers & Math, p. 341; Social Studies, Support/ ELL, p. 51, Science, pp. 339, 409
At around 60 months of age	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies (Step 3), p. 233; Science (Enrichment), p. 149
At around 48 months of age	
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language (Step 4), pp. 201, 291; Numbers & Math, p. 113 (Step 4); p. 377 (Step 2)
At around 60 months of age	
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 33, 111, 195, 298, 333
Reading	
1.0 Concepts about Print	
At around 48 months of age	
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42–43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 16, 18, 24, 28
At around 60 months of age	
1. Display appropriate book-handling behaviors and knowledge of print conventions.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42–43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, pp. Language & Literacy, pp. 18, 24, 28

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At around 48 months of age	
1.2 Recognize print as something that can be read.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 64; Oral Language, Throughout, pp. 111, 287, 411
At around 60 months of age	
1.2 Understand that print is something that is read and has specific meaning.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 64, 66; Oral Language, Throughout, Enrichment, pp. 111, 287, 411
2.0 Phonological Awareness	
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 220, 224, 234, 246, 258
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words with the support of pictures or objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 204, 344, 356
3.0 Alphabetics and Word/Print Recognition	
At around 48 months of age	
3.1 Recognize the first letter of own name.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 60
At around 60 months of age	
3.1 Recognize own name or other common words in print.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 60, 62, 64, 68
At around 48 months of age	
3.2 Match some letter names to their printed form.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Student App: Letters and Sounds, p. 53; Readiness & Writing Multisensory Activities, pp. 54–81; Student App: Wet-Dry-Try App, p. 73; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, pp. 36, 120, 330, 430, 450

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At around 60 months of age	
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Student App: Letters and Sounds, p. 53; Readiness & Writing Multisensory Activities, pp. 54–81; Student App: Wet-Dry-Try App, p. 73; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, pp. 68, 118, 120, 130, 136
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
3.3 Begin to recognize that letters have sounds.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 198, 374, 390; Oral Language, Throughout, pp. 111, 287, 411
4.0 Comprehension and Analysis of Age-Appropriate Text	
At around 48 months of age	
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 106, 122, 142, 434
At around 60 months of age	
4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment pp. 106, 122, 142, 434
At around 48 months of age	
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 254, 264
At around 60 months of age	
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment pp. 254, 264

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5.0 Literacy Interest and Response	
At around 48 months of age	
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; Book Connections, pp. 97–101; Books All Year, pp. 102–105
At around 60 months of age	
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105; Language & Literacy, pp. 106, 122, 168
At around 48 months of age	
5.2 Engage in routines associated with literacy activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; Book Connections, pp. 97–101; Books All Year, pp. 102–105
At around 60 months of age	
5.2 Engage in more complex routines associated with literacy activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; Book Connections, pp. 97e101; Books All Year, pp. 102–105;
Writing	
1.0 Writing Strategies	
At around 48 months of age	
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 142, 316, 369; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 80
At around 60 months of age	
1.1 Adjust grasp and body position for increased control in drawing and writing.	R *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 80
At around 48 months of age	
1.2 Write using scribbles that are different from pictures.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 60, 338; Readiness & Writing, pp. 112, 126, 384
At around 60 months of age	
1.2 Write letters or letter-like shapes to represent words or ideas.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 430; Readiness & Writing, pp. 422, 424, 426, 436
At around 48 months of age	
1.3 Write marks to represent own name.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 90, 102, 116

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At around 60 months of age	
1.3 Write first name nearly correctly.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 286, 336, 360, 450

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English-Language Development	Get Set for School
May 25, 2023	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* provides additional teacher-led activities and school-to-home support for ongoing language and literacy development; Language & Literacy Multisensory Activities, pp. 44-53; School-to-Home Connections, pp. 94-95; Books All Year, p.103-105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* provides support for English Language Development throughout the daily lessons in the Support/ELL recommendations that correlate with each Learning Area and Learning Objective.
Listening	
1.0 Children listen with understanding	
Focus: Beginning Words	
Beginning	
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	*Get Set for School* provides opportunities for students to hear English Language with the additional support of visual prompts, and physical prompts. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, Throughout, e.g., pp. 32, 40, 50; Oral Language, Days 1, 3, 5 Throughout, e.g., 17, 21, 27
Middle	
1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	*Get Set for School* provides opportunities for students to hear the English Language with the additional support of visual prompts, and physical prompts. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 139, 155, 229
Later	
1.1 Begin to demonstrate an understanding of a larger set of words in English (for Objects and actions, personal pronouns, and possessives) in both real and pretend activity.	*Get Set for School* provides opportunities for students to hear English Language with the additional support of visual prompts, and physical prompts. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
Focus: Requests and Directions	
Beginning	
1.1 Begin to follow simple directions in English, especially when there are contextual cues.	*Get Set for School* provides opportunities for students to imitate teacher actions and to follow simple directions at first and more complex directions later. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 47, 70;

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Middle	
1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	*Get Set for School* provides opportunities for students to imitate teacher actions and to follow simple directions at first and more complex directions later. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 96, 232, 416; Readiness & Writing, Throughout, e.g., pp. 128, 242, 250
Later	
1.2 Follow directions that involve a one-or two-step sequence, relying less on contextual cues.	*Get Set for School* provides opportunities for students to imitate teacher actions and to follow simple directions at first and more complex directions later. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Throughout, e.g., pp. 376, 396, 438
Focus: Basic and Advanced Concepts	
Beginning	
1.3 Demonstrate an understanding of words related to basic and advanced concepts into the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	*Get Set for School* provides opportunities to introduce vocabulary words in multiple ways: in a story, with visual prompts, through physical activities. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 85, 132; Oral Language, Support/ELL, Throughout, p. 95; Social Studies, Support/ELL, Throughout, p. 297
Middle	
1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	*Get Set for School* provides opportunities to introduce vocabulary words in multiple ways: in a story, with visual prompts, through physical activities. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 182, 342, 404; Oral Language, Support/ELL, Throughout, p. 95; Social Studies, Support/ELL, Throughout, p. 297
Later	
1.3 Demonstrate an understanding of words in English related to more advanced concepts.	*Get Set for School* provides opportunities to introduce vocabulary words in multiple ways: in a story, with visual prompts, through physical activities. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Support/ELL, Throughout, p. 235; Social Studies, Support/ELL, Throughout, p. 273

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Speaking	
1.0 Children use nonverbal and verbal strategies to communicate with others.	
Focus: Communication of Needs	
Beginning	
1.0 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	Get Set for School provides opportunities to imitate teacher actions and to communicate first through gesture and gradually add vocabulary words and then simple phrases and sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 10, 23, 47; Language & Literacy, Support/ELL, Throughout, e.g., pp. 12, 14, 18; Oral Language, Support/ELL, Throughout, e.g., pp. 17, 21, 37
Middle	
1.1 Combine nonverbal and some communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	Get Set for School provides opportunities to imitate teacher actions and to communicate first through gesture and gradually add vocabulary words and then simple phrases and sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 10, 23, 47; Language & Literacy, Support/ELL, Throughout, e.g., pp. 12, 14, 18, 47, 58; Oral Language, Support/ELL, Throughout, e.g., pp. 17, 21, 37
Later	
Show increasing reliance on verbal communication in English to be understood by others.	Get Set for School provides opportunities to imitate teacher actions and to communicate first through gesture and gradually add vocabulary words and then simple phrases and sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., pp. 12, 14, 18, 47, 58; Oral Language, Throughout, e.g., pp. 17, 21, 37
Focus: Vocabulary Production	
Beginning	
1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to begin to use vocabulary words first in student's home language, then through experimentation with key vocabulary words, and then building phrases and short sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 71, 85, 108; Language & Literacy, Throughout, e.g., p. 138; Oral Language, Days 1, 3, 5, Throughout, pp. 17, 18, 37; Social Studies, Support/ELL, Throughout, e.g., p. 113.

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Middle	
Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	Get Set for School provides opportunities to begin to use vocabulary words first in student's home language, then through experimentation with key vocabulary words, and followed by building phrases and short sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 71, 85, 108; Language & Literacy, Throughout, e.g., p. 138; Oral Language, Throughout, pp. 283, 345, 349, 353; Social Studies, Support/ELL, Throughout, e.g., p. 113;
Later	
Use new English vocabulary to share knowledge of concepts	Get Set for School provides opportunities to begin to use vocabulary words first in student's home language, then through experimentation with key vocabulary words, and then building phrases and short sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., p. 138; Oral Language, Throughout, pp. 345, 349, 353; Numbers & Math, p. 407; Science, p. 401
Focus: Conversation	
Beginning	
1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to build conversational skills, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 23, 59, 84; Language & Literacy, Throughout, e.g., pp. 12, 14; Oral Language, Throughout, p. 19.
Middle	
1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	Get Set for School provides opportunities to build conversational skills, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 45; Language & Literacy, Throughout, e.g., pp. 12, 14; Oral Language, Throughout, p. 19.
Later	
1.3 Sustain a conversation in English about a variety of topics.	Get Set for School provides opportunities to build conversational skills, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., pp. 138, 142; Oral Language, Throughout, pp. 221, 225, 229

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Focus: Utterance length and complexity	
Beginning	
1.3 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to build an understanding of meaningful phrases and sentences, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 46, 70; Oral Language, Support/ELL, Throughout, p. 21, 45.
Middle	
1.4 Use two- and three-word utterances in English to communicate.	Get Set for School provides opportunities to build an understanding of meaningful phrases and sentences, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 58, 145, 158; Oral Language, Support/ELL, Throughout, p. 21, 45, 73, 161.
Later	
1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	Get Set for School provides opportunities to build an understanding of meaningful phrases and sentences, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout, e.g., pp. 21, 87, 91, 95, 107; Enrichment, p. 221; Numbers & Math, p. 341; Social Studies, Support/ ELL, p. 51, Science, pp. 339, 409
Focus: Grammar	
Beginning	
1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with assistance of an interpreter if necessary).	Get Set for School provides opportunities to build an understanding of the mechanics of grammar, first through use of home language and then gradually adding components of English grammar. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 58, 132, 158; Language & Literacy, Support/ELL, pp. 184, 188
Middle	
1.5 Begin to use some English grammatical markers (e.g., *-ing* or plural *-s*) and, at times, apply the rules of grammar of the home language to English.	Get Set for School provides opportunities to build an understanding of the mechanics of grammar, first through use of home language and then gradually adding components of English grammar. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 58, 132, 158; Language & Literacy, Support/ELL, pp. 184, 188; Oral Language (Step 4), pp. 177

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Later	
1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.	Get Set for School provides opportunities to build an understanding of the mechanics of grammar, first through use of home language and then gradually adding components of English grammar. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language (Step 4), pp. 177, 201, 291; Numbers & Math, p. 113 (Step 4); p. 377 (Step 2)
Focus: Inquiry	
Beginning	
1.6 Ask a variety of types of questions (e.g., "what," "why," "how," "when," and "where") in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.	Get Set for School provides opportunities to practice asking questions across learning areas, first in their home language and then gradually practicing asking questions in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 168; Oral Language, Support/ELL, Days 5, Throughout, e.g., pp. 19, 69.
Middle	
1.6 Begin to use "what" and "why" questions in English, sometimes with errors.	Get Set for School provides opportunities to practice asking questions across learning areas, first in their home language and then gradually practicing asking questions in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 5, Throughout, e.g., pp. 391, 415, 427; Oral Language, Support/ELL, Days 5, Throughout, e.g., pp. 161, 181.
Later	
1.6 Begin to use "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with errors.	Get Set for School provides opportunities to practice asking questions across learning areas, first in their home language and then gradually practicing asking questions in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 5, Throughout, e.g., pp. 391, 415, 427.
2.0 Children begin to understand and use social conventions in English	
Focus: Social Conventions	
Beginning	
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to observe and practice using social conventions of the home language and of English through teacher/parent modeling and whole class, small group, and individual practice. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 23, 47, 58, 307; Readiness & Writing, p. 12; Oral Language, pp. 13, 29, 33, 37

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Middle	
2.1 Demonstrate a beginning understanding of English social conventions.	Get Set for School provides opportunities to observe and practice using social conventions of the home language and of English through teacher/parent modeling and whole class, small group, and individual practice. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 23, 47, 58; Oral Language, pp. 69, 177
Later	
2.1 Appropriately use words and tone of voice associated with social conventions in English.	Get Set for School provides opportunities to observe and practice using social conventions of the home language and of English through teacher/parent modeling and whole class, small group, and individual practice. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p. 77; Oral Language, pp. 197, 205; Social Studies, p. 199.
3.0 Children use language to create oral narratives about their personal experiences	
Focus: Narrative Development	
Beginning	
Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School encourages students to create narratives about everyday experiences and past experiences, as well as pretend scenarios. Students can first practice in their home language and then gradually begin using English vocabulary, phrases, and then complete sentences to create these narratives. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/ELL, p. 199.
Middle	
3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	Get Set for School encourages students to create narratives about everyday experiences and past experiences, as well as pretend scenarios. Students can first practice in their home language and then gradually begin using English vocabulary, phrases, and then complete sentences to create these narratives. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/Ell, p. 199.
Later	
3.1 Produce simple narratives in English that are real or fictional.	Get Set for School encourages students to create narratives about everyday experiences and past experiences, as well as pretend scenarios. Students can first practice in their home language and then gradually begin using English vocabulary, phrases, and then complete sentences to create these narratives. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 185, Support/ELL, pp. 189, 19.

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Reading	
1.0 Children demonstrate an appreciation and enjoyment of reading and literature.	
Focus: Participate in Read-aloud Activity	
Beginning	
1.2 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	Get Set for School provides varied opportunities for students to select books, listen to books, and interact with read-alouds, asking questions and listening to group discussions of books. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102-105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 232, 245, 343, 355, 416; Language & Literacy, pp. 142, 254, 264.
Middle	
1.1 Begin to participate in reading activities, using books written in English when the language is predictable.	Get Set for School provides varied opportunities for students to select books, listen to books, and interact with read-alouds, asking questions and listening to group discussions of books. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102-105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 232, 245, 343, 355, 416; Language & Literacy, pp. 142, 254, 264.
Later	
1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	Get Set for School provides varied opportunities for students to select books, listen to books, and interact with read-alouds, asking questions and listening to group discussions of books. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 232, 245, 343, 355, 416; Language & Literacy, pp. 142, 254, 264, 434, 442; Social Studies, p. 187.

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Focus: Interest in Books and Reading	
Beginning	
1.1 "Read" familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	Get Set for School provides varied opportunities for students to select books, read books, and talk about books in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp.232, 245, 343, 416.
Middle	
1.2 Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	Get Set for School provides varied opportunities for students to select books, read books, and talk about books in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp.232, 245, 343, 416; Language & Literacy, pp. 142, 254, 264, 434, 442
Later	
1.2 Choose to "read" familiar books written in English with increasing independence and talk about the books in English.	Get Set for School provides varied opportunities for students to select books, read books, and talk about books in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 142, 254, 264, 434, 442
2.0 Children show an increasing understanding of book reading.	
Focus: Personal Connections to the Story	
Beginning	
2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others with the assistance of an interpreter if necessary).	Get Set for School provides opportunities for students to recount stories from their own experiences in their home language as well as in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/ELL, p. 199.

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Middle	
2.1 Describe their own experiences related to the topic of the story using telegraphic and/or formulaic speech in English.	Get Set for School provides opportunities for students to recount stories from their own experiences in their home language as well as in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/ELL, p. 199.
Later	
2.1 Begin to engage in extended conversations in English about stories.	Get Set for School provides opportunities for students to recount stories from their own experiences in their home language as well as in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 185, Support/ELL, pp. 189, 190.
Focus: Story Structure	
Beginning	
Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides varied opportunities for students to select books, read books, and retell stories they have read or heard in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum; Book Centers & Connections, pp. 4–43; Book Connections, pp. 97-101; Books All Year, pp. 102–105;* *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182.
Middle	
2.2 Retell a story using the home language and some English when read or told a story in English.	Get Set for School provides varied opportunities for students to select books, read books, and retell stories they have read or heard in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 232, 245, 343, 416; Language & Literacy, pp. 142, 254, 264, 434, 442.

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Later	
2.2 Retell in English the majority of a story read or told in English.	Get Set for School provides varied opportunities for students to select books, read books, and retell stories they have read or heard in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97e101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 142, 254, 264, 434, 442.
3.0 Children demonstrate an understanding of print conventions	
Focus: Book Handling	
Beginning	
3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages.)	Get Set for School provides students with an introduction to books and all of their components, beginning with read-alouds and followed by opportunities to select, to read, and to engage with books. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 24, 26, 30, 32; Readiness & Writing, pp. 24, 26, 30 Numbers & Math, p. 13; Oral Language, Support/ ELL, p. 303.
Middle	
3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	Get Set for School provides students with an introduction to books and all of their components, beginning with read-alouds and followed by opportunities to select, to read, and to engage with books. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 24, 26, 30, 32; Readiness & Writing, pp. 24, 26, 30 Numbers & Math, p. 13; Oral Language, Support/ELL, p. 303; Oral Language, Support/ ELL, p. 303.
Later	
3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Enrichment, pp. 110, 126, 192, 336, 348; Numbers & Math, pp. 13, 131, 151, 187, 315, 351.

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4.0 Children demonstrate awareness that print carries meaning.	
Focus: Environmental print	
Beginning	
4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	Get Set for School introduces print awareness throughout the learning areas using a variety of multisensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 412; Oral Language, Throughout, e.g., pp. 41, 95, 111, 151.
Middle	
4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	Get Set for School introduces print awareness throughout the learning areas using a variety of multisensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 412; Oral Language, Throughout, e.g., pp. 111, 287, 411.
Later	
4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	Get Set for School introduces print awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 412; Oral Language, Throughout, e.g., pp. 337, 345, 377, 443.

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5.0 Children demonstrate progress in their knowledge of the alphabet in English	
Focus: Letter awareness	
Beginning	
5.1 Interact with material representing the letters of the English alphabet.	Get Set for School introduces letter awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82-90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., pp. 64, 88, 104; Oral Language, Throughout, e.g., pp. 111, 287, 411.
Middle	
5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).	Get Set for School introduces letter awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., pp. 124, 136, 198; Oral Language, Throughout, e.g., pp. 111, 287, 411
Later	
5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	Get Set for School introduces letter awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44–53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., pp. 124, 136, 198; Oral Language, Throughout, e.g., pp. 111, 287, 411.
Focus: Letter recognition	
Beginning	
5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	Get Set for School introduces letter recognition beginning with their own name and building on lowercase and uppercase letters of the alphabet in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., p. 62; Readiness & Writing, p. 62

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Middle	
5.2 Identify some letters of the alphabet in English.	Get Set for School introduces letter recognition beginning with their own name and building on lowercase and uppercase letters of the alphabet in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 68, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., p. 62, 64, 88; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68.
Later	
5.2 Identify ten or more letters of the alphabet in English.	Get Set for School introduces letter recognition beginning with their own name and building on lowercase and uppercase letters of the alphabet in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., p. 88, 104, 382, 410; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68.
6.0 Children demonstrate phonological awareness	
Focus: Rhyming	
Beginning	
6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Get Set for School develops student's ability to recognize, recreate, and build on rhyme through songs, poems, stories, and games. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 144, 343; Language & Literacy, Throughout, e.g., pp. 78, 110, 150, 238, 320; Numbers & Math, pp. 73, 77, 101.
Middle	
6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Get Set for School develops student's ability to recognize, recreate, and build on rhyme through songs, poems, stories, and games. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 144, 343; Language & Literacy, Throughout, e.g., pp. 78, 110, 150, 238, 320; Numbers & Math, pp. 73, 77, 101.
Later	
6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	Get Set for School develops student's ability to recognize, recreate, and build on rhyme through songs, poems, stories, and games. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 144, 343; Language & Literacy, Throughout, e.g., pp. 78, 110, 150, 238, 320, 384; Numbers & Math, pp. 73, 77, 101.

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Focus: onset (initial sound)	
Beginning	
6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English with support.	Get Set for School develops student's ability to recognize, recreate, and build on words with similar onset. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 204, 344, 356
Middle	
6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	Get Set for School develops student's ability to recognize, recreate, and build on words with similar onset. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 204, 344, 356
Later	
6.2 Recognize and produce words that have a similar onset (initial sound) in English.	Get Set for School develops student's ability to recognize, recreate, and build on words with similar onset. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 344, 356
Focus: Sound differences in the home language and English	
Beginning	
6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)	Get Set for School develops student's ability to manipulate sounds (onsets, rimes, and phonemes). *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 204, 344, 356
Middle	
6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	Get Set for School develops student's ability to manipulate sounds (onsets, rimes, and phonemes). *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 344, 356
Later	
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English with support.	Get Set for School develops student's ability to manipulate sounds (onsets, rimes, and phonemes). *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 344, 356

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Writing	
1.0 Children use writing to communicate their ideas.	
Focus: Writing as communication	
Beginning	
1.1 Begin to understand that writing can be used to communicate.	Get Set for School introduces students to emergent writing skills through multisensory activities that emphasize the development of fine motor skills. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 257; Language & Literacy, pp. 32, 60, 142, 316, 369; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 88.
Middle	
1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	Get Set for School introduces students to emergent writing skills through multisensory activities that emphasize the development of fine motor skills. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 257; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 88; Oral Language, pp. 53, 313, 353, 377.
Later	
1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	Get Set for School introduces students to emergent writing skills through multisensory activities that emphasize the development of fine motor skills. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 88.
Focus: Writing to represent words or ideas	
Beginning	
1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	Get Set for School helps develop emergent writing skills through multisensory activities that introduce written language in varied contexts and across learning areas. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction*; Developmental Sequence, pp. 28–31; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Support/ELL, Throughout, e.g., pp. 62, 64, 66, 68, 88;

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Middle	
1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.	Get Set for School helps develop emergent writing skills through multisensory activities that introduce written language in varied contexts and across learning areas. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction*; Developmental Sequence, pp. 28–31; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 88; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 347, Enrichment, pp. 187, 327.
Later	
1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	Get Set for School helps develop emergent writing skills through multisensory activities that introduce written language in varied contexts and across learning areas. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 88; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 347, Enrichment, pp. 187, 327.
Focus: Writing their name	
Beginning	
1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	Get Set for School builds on emergent skills by first starting with the initial letter of students' names and then building on writing their full names and speaking their full names. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; Readiness & Writing, Support/ELL, pp. 126, 336. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Support/ELL, pp. 126, 336.
Middle	
1.3 Attempt to copy their own name in English or in the writing system of their home language.	Get Set for School builds on emergent skills by first starting with the initial letter of students' names and then building on writing their full names and speaking their full names. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 126, 336, 360.

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Later	
1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	Get Set for School builds on emergent skills by first starting with the initial letter of students' names and then building on writing their full names and speaking their full names. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 126, 336, 360, 450

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Mathematics	Get Set for School
Number Sense	
At around 48 months of age	
1.0 Children begin to understand numbers and quantities in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Numbers & Math, Throughout, e.g., pp. 39, 67, 93, 103, 117*
At around 60 months of age	
1.0 Children expand their understanding of numbers and quantities in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 51, 185, 263, 347, 433
At around 48 months of age	
1.1 Recite numbers in order to ten with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 160; Numbers & Math, Throughout, e.g., pp. 135, 161, 215
At around 60 months of age	
1.1 Recite numbers in order to twenty with increasing accuracy.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Sample Circle Time, Calendar, 2nd Bullet, p. 105; Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 391, 403, 409
At around 48 months of age	
1.2 Begin to recognize and name a few written numerals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 85, 108, 159, 171, 195, 218, 219, 319, 354, 416; Numbers & Math, Throughout, e.g., pp. 67, 73, 75, 77
At around 60 months of age	
1.2 Recognize and know the name of some written numerals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, Throughout, e.g., pp. 297, 299, 303, 321, 323, 329, 349, 353
At around 48 months of age	
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, Throughout, e.g., pp. 39, 67, 93, 103, 117
At around 60 months of age	
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Numbers & Math, Throughout, e.g., pp. 39, 67, 93, 103, 117*

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At around 48 months of age	
1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 171 (Day 3), 195 (Day 4), 218 (Day 2); Numbers & Math, pp. 215, 235, 253
At around 60 months of age	
1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 371, 407, 413
At around 48 months of age	
1.5 Use the number name of the last object counted to answer the question, "How many . . . ?"	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 85 (Day 4), 108 (Day 2), 159 (Day 4); Numbers & Math, pp. 107, 161, 167
At around 60 months of age	
1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 53, 55, 263, 347
At around 48 months of age	
2.0 Children begin to understand number relationships and operations in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 171 (Day 3), 195 (Day 4), 218 (Day 2); Numbers & Math, pp. 163, 227, 297, 299
At around 60 months of age	
2.0 Children expand their understanding of number relationships and operations in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 165, 221, 241, 247
At around 48 months of age	
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate "more" or "same."	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 171 (Day 3), 195 (Day 4), 218 (Day 2); Numbers & Math, pp. 163, 227, 297, 299
At around 60 months of age	
2.1 Compare, by counting or matching, two groups of up to five objects and communicate "more," "same as," or "fewer" (or "less").	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 297, 299, 301
At around 48 months of age	
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359, 447

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At around 60 months of age	
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 249, 341
At around 48 months of age	
2.3 Understand that putting two groups of objects together will make a bigger group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359, 447
At around 60 months of age	
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 241, 249
At around 48 months of age	
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359
At around 60 months of age	
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359
Algebra and Functions (Classification and Patterning)	
At around 48 months of age	
1.0 Children begin to sort and classify objects in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Social Studies, Throughout, e.g., pp. 75, 105, 237; Science, Throughout, e.g., pp. 27, 67, 137, 149
At around 60 months of age	
1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, Throughout, e.g., pp. 261, 273, 285, 297; Science, Throughout, e.g., pp. 241, 265, 277, 283, 289, 301, 411
At around 48 months of age	
1.1 Sort and classify objects by one attribute into two or more groups with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Numbers & Math, pp. 339, 387, 395, 399, 407, 411, 419, 445

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At around 60 months of age	
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Numbers & Math, pp. 339, 387, 395, 399, 407, 411, 419, 445; Enrichment, pp. 419, 377
At around 48 months of age	
2.0 Children begin to recognize simple, repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 121, 132, 158, 170, 194, 393; Numbers & Math, pp. 201, 259, 261, 277
At around 60 months of age	
2.0 Children expand their understanding of simple, repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 201, 259, 261
At around 48 months of age	
2.1 Begin to identify or recognize a simple repeating pattern.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 121, 132, 158, 170, 194, 393; Numbers & Math, pp. 201, 259, 261, 277
At around 60 months of age	
2.1 Recognize and duplicate simple repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 129 173; Science, pp. 129, 167, 203
At around 48 months of age	
2.2 Attempt to create a simple repeating pattern or participate in making one.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 194 (Day 2); Numbers & Math, pp. 201, 259, 261
At around 60 months of age	
2.2 Begin to extend and create simple repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 199, 201, Enrichment, p. 401
Measurement	
At around 48 months of age	
1.0 Children begin to compare and order objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 120 (Day 1), 405 (Day 4); Numbers & Math, pp. 123, 139, 211, 237, 263
At around 60 months of age	
1.0 Children expand their understanding of comparing, ordering, and measuring objects.	

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At around 48 months of age	
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum,* Sample Circle Time, Calendar, 2nd Bullet, p. 105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 391, 403, 409
At around 60 months of age	
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Sample Circle Time, Calendar, 2nd Bullet, p. 105;* *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 391, 403, 409
At around 48 months of age	
1.2 Order three objects by size.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 29, 123, 263, 415, 439; Oral language, p. 65; Social Studies, p. 105
At around 60 months of age	
1.2 Order four or more objects by size.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 29, 123, 263, 415, 439; Oral language, p. 65; Social Studies, p. 105
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 120 (Day 1), 405 (Day 4);Numbers & Math, pp. 123, 139, 211, 237, 431Science, p. 67; Social Studies, p. 249
Geometry	
At around 48 months of age	
1.0 Children begin to identify and use common shapes in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Language & Literacy, pp. 16, 24, 28; Readiness & Writing, pp. 28, 48; Numbers & Math, pp. 28, 89, 95, 119; Enrichment, p. 388; Oral Language, pp. 57; Enrichment, p. 103
At around 60 months of age	
1.0 Children identify and use a variety of shapes in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 16, 24, 28; Readiness & Writing, pp. 28, 48, 181; Numbers & Math, pp. 315, 317, 351, 365, 377, 383, 385, 388, 445; Enrichment, p. 388; Oral Language, pp. 57; Enrichment, p. 103

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At around 48 months of age	
1.1 Identify simple two-dimensional shapes, such as a circle and square.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Teacher-Led Activities, No. 3; Child-Led Activities, No. 2, p. 85; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 16; Readiness & Writing, pp. 48, 52; Numbers & Math, p. 351
At around 60 months of age	
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Numbers & Math Multisensory Activities, Mix & Make Shapes, pp. 84–85; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46 (Day 2), 70 (Day 2), 306 (Day 2); Numbers & Math, pp. 95, 119, 125, 149, 151
At around 48 months of age	
1.2 Use individual shapes to represent different elements of a picture or design.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 47 (Day 3), 366 (Day 2); Numbers & Math, pp. 167, 179, 193, 235, 309, 385, Enrichment p. 351; Oral Language, Enrichment, p. 103
At around 60 months of age	
1.2 Combine different shapes to create a picture or design.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 47 (Day 3), 366 (Day 2); Numbers & Math, pp. 167, 179, 193, 235, 309, 385, Enrichment p. 351; Oral Language, Enrichment, p. 103
At around 48 months of age	
2.0 Children begin to understand positions in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 46 (Day 1), 69 (Day 2), 71 (Day 4), 307 (Day 5);Readiness & Writing, Throughout, e.g., pp. 12, 26, 28, 30, 32; Numbers & Math, Throughout, e.g., pp. 13, 21, 27
At around 60 months of age	
2.0 Children expand their understanding of positions in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Throughout, e.g., pp. 12, 26, 28, 30, 32; Numbers & Math, Throughout, e.g., pp. 13, 21, 27
At around 48 months of age	
2.1 Identify positions of objects and people in space such as, in/on/under, up/down, and inside/outside.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 77, 265, 339, 387
At around 60 months of age	
2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 77, 265, 339, 387

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Mathematical Reasoning	
At around 48 months of age	
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42-43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 429; Numbers & Math, pp. 227, 263, 297, 299 Science, pp. 215, 241 Social Studies, p. 15
At around 60 months of age	
1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42-43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 435, 439 Science, p. 437 Social Studies, pp.113, 167
At around 48 months of age	
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42–43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 429; Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 227, 263, 297, 299, 435, 439 Science, pp. 215, 241, 437 Social Studies, pp. 15, 113, 167

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At around 60 months of age	
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42–43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 227, 263, 297, 299, 435, 439 Science, pp. 215, 241, 437 Social Studies, pp. 15, 113, 167

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Visual and Performing Arts	Get Set for School
Visual Art	
1 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Notice and communicate about objects or forms that appear in art.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, p. 380; Numbers & Math, p. 261; Science, pp. 129, 265
At around 60 months of age	
1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 261 Science, pp. 129, 265
At around 48 months of age	
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, p. 380; Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 191, 203, 253
At around 60 months of age	
1.2 Begin to plan art and show increasing care and persistence in completing it.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 302; Enrichment, p. 142; Science, p. 167, 253; Social Studies, p. 371
At around 48 months of age	
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 10, 257, 269, 380; Language & Literacy, pp. 36, 142, 262, 302, 384; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Social Studies, p. 163; Science, pp. 129, 253, 265; Enrichment, pp. 191, 203
At around 60 months of age	
1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 36, 142, 262, 302, 384; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Social Studies, p. 163; Science, pp. 129, 253, 265; Enrichment, pp. 191, 203
At around 48 months of age	
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 10, 257, 269, 380; Numbers & Math, p. 261; Science, p. 129, 167, 253, 265
At around 60 months of age	
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 261; Science, p. 129, 167, 253, 265

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2.0 Develop Skills in Visual Art	
At around 48 months of age	
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, p. 380; Language & Literacy, p. 384; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Science, pp. 129
At around 60 months of age	
2.1 Draw single circle and add lines to create representations of people and things.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Science, Enrichment, pp. 191, 203, 253
At around 48 months of age	
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, p. 380; Readiness & Writing, Throughout, e.g., pp. 32, 36; Science, p. 79, 167, Enrichment, pp. 191
At around 60 months of age	
2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Science, p. 79, 167, Enrichment, pp. 191, 253
At around 48 months of age	
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, Day 5, p.393; Oral Language, p. 221 (see Materials list); Science, Enrichment, p. 359
At around 60 months of age	
2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, Day 5, p.393; Oral Language, p. 221 (see Materials list); Science, Enrichment, p. 359
At around 48 months of age	
2.4 Begin to use paper and other materials to assemble simple collages.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 262, 302, 384; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 203
At around 60 months of age	
2.4 Use paper and other materials to make two- and three-dimensional assembled works.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 262, 302; Numbers & Math, p. 261; Science, pp. 129; Enrichment, p. 203; Social Studies, p. 163, 371
At around 48 months of age	
2.5 Begin to recognize and name materials and tools used for visual arts.	*Vol. 1,* Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Teaching Grip0, p. 57; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, pp. 142, 264

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At around 60 months of age	
2.5 Recognize and name materials and tools used for visual arts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Language & Literacy, p. 186; Enrichment, p. 142; Science, p. 129*
At around 48 months of age	
2.6 Demonstrate some motor control when working with visual arts tools.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Teaching Grip, p. 57; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p.254; Enrichment, p. 142; Readiness & Writing, pp. 32, 36; Science, p. 129
At around 60 months of age	
2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	*Vol. 1,* Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Teaching Grip, p. 57; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, pp. 32, 36, 142, 264
3.0 Create, Invent, and Express Through Visual Art	
At around 48 months of age	
3.1 Create art and sometimes name the work.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, for 3-Year-Olds, pp. 183, 233, 281, 380, 381, 392, 393, 429380; Readiness & Writing, Throughout, e.g., pp. 32, 36; Science, p. 79 167, Enrichment, pp. 191
At around 60 months of age	
3.1 Intentionally create content in a work of art.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Science, p. 79, 167, Enrichment, pp. 191, 253
At around 48 months of age	
3.2 Begin to draw figures or objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, for 3-Year-Olds, pp. 183, 233, 281, 380, 381, 392, 393, 429, 380; Readiness & Writing, Throughout, e.g., pp. 32, 36; Science, p. 79 167, Enrichment, pp. 191
At around 60 months of age	
3.2 Draw more detailed figures or objects with more control of line and shape.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Science, p. 79, 167, Enrichment, pp. 191, 253
At around 48 months of age	
3.3 Begin to use intensity of marks and color to express a feeling or mood.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, p. 380; Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 191, 203, 253
At around 60 months of age	
3.3 Use intensity of marks and color more frequently to express a feeling or mood.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, Suggestions for 3-Year-Olds, p. 380; Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 191, 203, 253

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Music	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 34; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 215; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215
At around 60 months of age	
1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 207, 366; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 215; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215
At around 48 months of age	
1.2 Recognize simple repeating melody and rhythm patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 207, 366; Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Social Studies, pp. 211, 215; Science, p. 203
At around 60 months of age	
1.2 Demonstrate more complex repeating melody and rhythm patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201; Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Social Studies, pp. 211, 215; Science, p. 203
At around 48 months of age	
1.3 Identify the sources of a limited variety of musical sounds.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 207, 366; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 211, 215, 223; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215; Science, pp. 93, 203, 215, 227, 289, 301, 359, 445
At around 60 months of age	
1.3 Identify the sources of a wider variety of music and music-like sounds.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 207, 366; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 211, 215, 223; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215; Science, pp. 93, 203, 215, 227, 289, 301, 359, 445
At around 48 months of age	
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445

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At around 60 months of age	
1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201, 279; Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445
2.0 Develops Skills in Music	
At around 48 months of age	
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 34, 207, 367; Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 211, 215, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
At around 60 months of age	
2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 211, 215, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
At around 48 months of age	
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 293, 366, 377; Language & Literacy, p. 16; Readiness & Writing, p. 12; Numbers & Math, Throughout, e.g., pp. 199, 201; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 199, 211, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
At around 60 months of age	
2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 106; Readiness & Writing, p. 12; Numbers & Math, Throughout, e.g., pp. 199, 201; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 199, 211, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
3.0 Create, Invent, and Express Through Music	
At around 48 months of age	
3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 10, 293, 366, 367; Language & Literacy, pp. 20, 40; Readiness & Writing, p. 12; Oral Language, p. 303; Science, p. 289; Social Studies, p. 211
At around 60 months of age	
3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 106; Readiness & Writing, p. 12; Oral Language, p.303; Science, p. 289; Social Studies, p. 211

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At around 48 months of age	
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201, 279; Support ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445
At around 60 months of age	
3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445
At around 48 months of age	
3.3 Improvise vocally and instrumentally.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10; Language & Literacy, pp. 12, 20, 40; Oral Language, p. 213; Science, pp. 289, 301; Social Studies, pp. 199, 211
At around 60 months of age	
3.3 Explore, improvise, and create brief melodies with voice or instrument.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 106; Readiness & Writing, p. 12; Oral Language, p. 213; Science, pp. 289, 301; Social Studies, pp. 199, 211
Drama	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Demonstrate an understanding of simple drama vocabulary.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
1.1 Demonstrate a broader understanding of drama vocabulary.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 48 months of age	
1.2 Identify preferences and interests related to participating in drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
1.2 Explain preferences and interests related to participating in drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 175, 297; Science, pp. 191, 203, 277

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At around 48 months of age	
1.3 Demonstrate knowledge of simple plot of a participatory drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
2.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
2.0 Develop Skills to Create, Invent, and Express Through Drama	
At around 48 months of age	
2.1 Demonstrate basic role-play skills with imagination and creativity.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 48 months of age	
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 319; Social Studies, pp. 163, 175, 211, 223, 351; Science, p. 277
At around 60 months of age	
2.2 Create and use an increasing variety of props, costumes, and scenery to enhance dramatization of familiar stories and fantasy play with peers.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, pp. 163, 175, 211, 223, 351; Science, p. 277
Dance	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Engage in dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203

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At around 60 months of age	
1.1 Further engage and participate in dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Science, p. 203
At around 48 months of age	
1.2 Begin to understand and use vocabulary related to dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ ELL, p. 79; Oral Language, p. 213; Support/ELL, p. 119
At around 60 months of age	
1.2 Connect dance terminology with demonstrated steps.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213
At around 48 months of age	
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ ELL, p. 79; Oral Language, p. 213
At around 60 months of age	
1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213
At around 48 months of age	
1.4 Explore and use different steps and movements to create or form a dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213; Science, p. 203

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At around 60 months of age	
1.4 Use understanding of different steps and movements to create or form a dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213; Science, p. 203
2. Develop Skills in Dance	
At around 48 months of age	
2.1 Begin to be aware of own body in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Science, p. 203
At around 60 months of age	
2.1 Continue to develop awareness of body in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 48 months of age	
2.2 Begin to be aware of other people in dance or when moving in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Science, p. 203
At around 60 months of age	
2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 48 months of age	
2.3 Begin to respond to tempo and timing through movement.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Oral Language, p. 213; Support/ELL, p. 119

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At around 60 months of age	
2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Oral Language, p. 213; Support/ELL, p. 119
3. Create, Invent, and Express Through Dance	
At around 48 months of age	
3.1 Begin to act out and dramatize through music and movement patterns.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 60 months of age	
3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 48 months of age	
3.2 Invent dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Science, p. 203
At around 60 months of age	
3.2 Invent and recreate dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Science, p. 203
At around 48 months of age	
3.3 Improvise simple dances that have a beginning and an end.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213

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At around 60 months of age	
3.3 Improvise more complex dances that have a beginning, middle, and an end.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213
At around 48 months of age	
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213
At around 60 months of age	
3.4 Communicate and express feelings intentionally through dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213

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Physical Development	Get Set for School
Fundamental Movement Skills	
1.0 Balance	
At around 48 months of age	
2.1 Maintain balance while holding still; sometimes may need assistance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87
At around 60 months of age	
1.1 Show increasing balance and control when holding still.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87
At around 48 months of age	
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87; Science, p. 89
At around 60 months of age	
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87; Science, p. 89
2.0 Locomotor Skills	
At around 48 months of age	
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Numbers & Math, p., 149; Social Studies, pp. 61; Science, p. 89; Oral Language p. 95

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At around 60 months of age	
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Social Studies, pp. 61; Science, p. 89; Oral Language p. 87, 95
At around 48 months of age	
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 61; Science, p. 89
At around 60 months of age	
2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 61; Science, p. 89
At around 48 months of age	
2.3 Jump for height (up or down) and for distance with beginning competence.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p. 149; Social Studies, p. 61; Science, p. 89
At around 60 months of age	
2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p., 149; Social Studies, p. 61; Science, p. 89
At around 48 months of age	
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p. 149; Social Studies, p. 61; Science, p. 89

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At around 60 months of age	
2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p.149; Social Studies, p. 61; Science, p. 89
3.0 Manipulative Skills	
At around 48 months of age	
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, p. 375; Oral Language, p.235
At around 60 months of age	
3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, p. 375; Oral Language, p.235
At around 48 months of age	
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Teaching Grip, p. 57; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, pp. 142, 264
At around 60 months of age	
3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Teaching Grip, p. 57; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 186; Readiness & Writing, pp. 142, 264, Enrichment, p. 142; Science, p. 129
Perceptual-Motor Skills and Movement Concepts	
1.0 Body Awareness	
At around 48 months of age	
1.1 Demonstrate knowledge of the names of body parts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 71, 145, 307; Oral Language, Throughout My Body Unit, pp. 87, 95, 99, 103, 107, 115, 131; Science, pp. 93

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At around 60 months of age	
1.1 Demonstrate knowledge of an increasing number of body parts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 71, 307; Oral Language, Throughout My Body Unit, pp. 115, 119, 123, 125, 135,143; Science, pp. 93
2.0 Spatial Awareness	
At around 48 months of age	
2.1 Use own body as reference point when locating or relating to other people or objects in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 88 (Step 4), 240
At around 60 months of age	
2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 88 (Step 4), 240
3.0 Directional Awareness	
At around 48 months of age	
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy p. 16, Multisensory Introduction; Numbers & Math, p. 27
At around 60 months of age	
3.1 Begin to understand and distinguish between the sides of the body.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy p. 16, Multisensory Introduction; Numbers & Math, p. 27
At around 48 months of age	
3.2 Move forward and backward or up and down easily.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Numbers & Math, p., 149; Social Studies, pp. 61; Science, p. 89; Oral Language p. 95
At around 60 months of age	
3.2 Can change directions quickly and accurately.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Numbers & Math, p., 149; Social Studies, pp. 61; Science, p. 89; Oral Language p. 95

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At around 48 months of age	
3.3 Can place an object on top of or under something with some accuracy.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Multisensory Activities & Centers, Throughout, e.g., pp. 39–90; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 369; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 34
At around 60 months of age	
3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Multisensory Activities & Centers, Throughout, e.g., pp. 39–90; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 369; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 34
At around 48 months of age	
3.4 Use any two body parts together.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p.149; Social Studies, p. 61; Science, p. 89
At around 60 months of age	
3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Multisensory Activities*, pp. 88–89; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Numbers & Math, p. 277; Enrichment, p. 55
Active Physical Play	
1.0 Active Participation	
At around 48 months of age	
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, p. 147, Step 2
At around 60 months of age	
1.1 Initiate more complex physical activities for a sustained period of time.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Example Schedule and Alternate Pacing, Recess/Gross Motor Play, p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 129, Step 1

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2.0 Cardiovascular Endurance	
At around 48 months of age	
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 375
At around 60 months of age	
2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Example Schedule and Alternate Pacing, Recess/Gross Motor Play, p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 129, Step 1
3.0 Muscular Strength, Muscular Endurance, and Flexibility	
At around 48 months of age	
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 375
At around 60 months of age	
3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Example Schedule and Alternate Pacing, Recess/Gross Motor Play, p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 129, Step 1

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Health	Get Set for School
Health Habits	
1.0 Basic Hygiene	
At around 48 months of age	
1.1 Demonstrate knowledge of some steps in the handwashing routine.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 149
At around 60 months of age	
1.1 Demonstrate knowledge of more steps in the handwashing routine.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 149
At around 48 months of age	
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155; Science, p. 149
At around 60 months of age	
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155; Science, p. 149

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2.0 Oral Health	
At around 48 months of age	
2.0 Demonstrate knowledge of some steps of the routine for brushing teeth with adult supervision and instruction.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-year-olds, p. 145; Oral Language, pp. 123, 125
At around 60 months of age	
2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done with less adult supervision.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-year-olds, p. 145; Oral Language, pp. 123, 125
3.0 Knowledge of Wellness	
At around 48 months of age	
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout My Body Unit, pp. 115, 119, 123, 125, 135,143; Science, pp. 93
At around 60 months of age	
3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98-99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout My Body Unit, pp. 115, 119, 123, 125, 135,143; Science, pp. 93
At around 48 months of age	
3.0 Begin to understand that healthcare providers exist to keep people well and help them when they are not well.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155

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At around 60 months of age	
D3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155
At around 48 months of age	
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, about a special health need with varying specificity and reliability.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, p. 145; Oral Language, pp. 151, 153, 155
At around 60 months of age	
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need with more specificity and reliability.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98-99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, p. 145; Oral Language, pp. 151, 153, 155
4.0 Sun Safety	
At around 48 months of age	
4.1 Begin to practice sun-safe actions with adult support and guidance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections & Centers, pp. 42-43; Book Connections, Science/Weather, p.100; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 144, 257; Numbers & Math, pp. 251; Social Studies, p. 285
At around 60 months of age	
4.1 Practice sun-safe actions with decreasing adult support and guidance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections & Centers, pp. 42-43; Book Connections, Science/Weather, p.100; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 251; Social Studies, p. 285

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Safety	
1.0 Injury Prevention	
At around 48 months of age	
1.1 Follow safety rules with adult support and prompting.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 123; Science, p. 149
At around 60 months of age	
1.1 Follow safety rules more independently though may still need adult support and prompting.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Oral Language, p. 147, Step 2
At around 48 months of age	
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, p. 147; Social Studies, p. 175, 347
At around 60 months of age	
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, p. 147; Social Studies, p. 175, 347
At around 48 months of age	
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, p. 175, 347

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At around 60 months of age	
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, p. 175, 347
Nutrition	
1.0 Nutrition Knowledge	
At around 48 months of age	
1.1 Identify different kinds of foods.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 217, 245; Language & Literacy, p. 18; Oral Language, pp. 225, Enrichment, p. 223;
At around 60 months of age	
1.1 Identify a larger variety of foods and may know some of the related food groups.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language, pp. 225, Enrichment, p. 223
2.0 Nutrition Choices	
At around 48 months of age	
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 217, 245; Language & Literacy, p.18; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227

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At around 60 months of age	
2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
At around 48 months of age	
2.2 Indicate food preferences that reflect familial and cultural practices.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 217, 245; Language & Literacy, p.18; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
At around 60 months of age	
2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
3.0 Self-Regulation of Eating	
At around 48 months of age	
3.1 Indicate awareness of own hunger and fullness.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; Example Schedule and Alternate Pacing, p.136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p.18; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
At around 60 months of age	
3.1 Indicate greater awareness of own hunger and fullness.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; Example Schedule and Alternate Pacing, p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227

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History–Social Science	Get Set for School
Self and Society	
1.0 Culture and Diversity	
At around 48 months of age	
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 11, 85; Oral Language, pp. 141, 177, 205; Enrichment, p. 161; Social Studies, p. 113
At around 60 months of age	
1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 141, 177, 205; Social Studies, pp. 15, 19, 113, 141, 199
2.0 Relationships	
At around 48 months of age	
peers 2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 182; Oral Language, pp. 33, 45; Social Studies, p. 175 (Step 5)
At around 60 months of age	
2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 182; Oral Language, pp. 33, 45; Social Studies, p. 175 (Step 5)
3.0 Social Roles and Occupations	
At around 48 months of age	
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 244, 268, 280; Oral Language, pp. 153, 175, 211, 223, 297, 329

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At around 60 months of age	
3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 244, 268, 280; Oral Language, pp. 153, 175, 211, 223, 237, 249, 261,273, 285
B. Becoming a Preschool Community Member (Civics)	
1.0 Skills for Democratic Participation	
At around 48 months of age	
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Teacher-Led Activities, No. 1, Word Helper, p. 47; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 23, 182; Oral Language, pp. 21, 33, 45; Social Studies, pp. 187, 199, 249
At around 60 months of age	
1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Teacher-Led Activities, No. 1, Word Helper, p. 47; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, pp. 21, 33, 45; Social Studies, pp. 187, 199, 249
2.0 Responsible Conduct	
At around 48 months of age	
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 23, 182; Social Studies, p. 175 (Step 5), p. 187 (Step 6)
At around 60 months of age	
2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others fall/fit in with group expectations.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, p. 175 (Step 5), p. 187 (Step 6)

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3.0 Fairness and Respect for Other People	
At around 48 months of age	
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Books All Year – Social Emotional Learning Books, I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other by Cindy Gainer, p. 103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 118
At around 60 months of age	
3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 102–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; p. 109; Social Studies, p. 187
4.0 Conflict Resolution	
At around 48 months of age	
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187
At around 60 months of age	
4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	*Vol. 1,* Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187
Sense of Time (History)	
1.0 Understanding Past Events	
At around 48 months of age	
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 11, 145; Language & Literacy, Enrichment, p. 142; Oral Language, p. 201; Social Studies, pp. 187, 199, 223, 421

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At around 60 months of age	
1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 142; Oral Language, p. 201; Social Studies, pp. 187, 199, 223, 421
2.0 Anticipating and Planning Future Events	
At around 48 months of age	
2.1 Anticipate events in familiar situations in the near future with adult assistance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction;* Book Connections, Science/ Weather, p. 100; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 254; Numbers and Math, pp. 41, 251; Oral Language, pp. 177, 201, 239, 267; Science, p. 289; Social Studies, p. 421
At around 60 months of age	
2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction;* Book Connections, Science/ Weather, p. 100; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 254; Numbers and Math, pp. 41, 251; Oral Language, pp. 177, 201, 239, 267; Science, p. 289; Social Studies, p. 421
3.0 Personal History	
At around 48 months of age	
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 11, 145; Language & Literacy, p. 142, Oral Language, pp. 141, 205; Social Studies, pp. 19, 113, 421
At around 60 months of age	
3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 142, Oral Language, pp. 141, 205; Social Studies, pp. 19, 113, 421
4.0 Historical Changes in People and the World	
At around 48 months of age	
4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 11; Oral Language, pp. 141, 205; Social Studies, pp. 19, 113

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At around 60 months of age	
4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 141, 205; Social Studies, pp. 19, 113
Sense of Place (Geography and Ecology)	
1.0 Navigating Familiar Locations	
At around 48 months of age	
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	*Vol. 1, Introduction to the Curriculum;* Readiness & Writing Multisensory Activities, Wood Pieces p. 62, No. 5, p. 63, No. 7; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 42, 64, 68, 74; Support/ ELL, p. 254; Numbers & Math, pp. 27, 33, 57; Science, pp. 79, 101, 129, 203, 323; Enrichment, pp. 137, 389
At around 60 months of age	
1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, p. 254; Science, pp. 79, 101, 129, 203, 323; Enrichment, pp. 137, 389; Social Studies, pp. 63, 75, 105
2.0 Caring for the Natural World	
At around 48 months of age	
2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	*Vol. 1, Introduction to the Curriculum;* Book Connections, Environment/Recycling, p. 98; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 268, 269; Language & Literacy, Support/ELL, p. 254; Science, pp. 79, 101, 129, 203, 277, 323; Oral Language, pp. 271, 275; Social Studies, p. 273
At around 60 months of age	
2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	*Vol. 1, Introduction to the Curriculum;* Book Connections, Environment/Recycling, p. 98; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ ELL, p. 254; Science, pp. 79, 101, 129, 203, 277, 323; Oral Language, pp. 271, 275; Social Studies, p. 273

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3.0 Understanding the Physical World Through Drawings and Maps	
At around 48 months of age	
3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 257; Social Studies, pp. 63, 75, 105
At around 60 months of age	
3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 63, 75, 105; Oral Language, p. 377; Science, p. 323; Social Studies, pp. 63, 75, 105, 347, Enrichment, p. 371
Marketplace (Economics)	
1.0 Exchange	
At around 48 months of age	
1.1 Understand ownership, limited supply, what stores do, give and take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 26; Oral Language, Enrichment, p. 275; Numbers & Math, pp. 445, 447
At around 60 months of age	
1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Enrichment, p. 275; Numbers & Math, pp. 445, 447

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Science	Get Set for School
Scientific Inquiry	
1.0 Observation and Investigation	
At around 48 months of age	
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Science, pp. 149, 265, 289, 301
At around 60 months of age	
1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 39, 289, 301, 311, 315, 363; Numbers & Math, p. 251; Oral Language, pp. 235, 239, 243, 287
At around 48 months of age	
1.2 Observe objects and events in the environment and describe them.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. *46, 132, 158, 170, 219,* 233, 244, 245, *268, 269,* 355, *404.* 417; Science, pp. 39, 289, 301, 311, 315, 363; Numbers & Math, p. 251; Oral Language, pp. 235, 239, 243, 287
At around 60 months of age	
1.2 Observe objects and events in the environment and describe them in greater detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 39, 289, 301, 311, 315, 363; Numbers & Math, p. 251; Oral Language, pp. 235, 239, 243, 287
At around 48 months of age	
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Science, pp. 149, 265, 289, 301
At around 60 months of age	
1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 289, 301, 315, 339, 375
At around 48 months of age	
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 233, 244, 245, 355
At around 60 months of age	
1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Oral Language, pp. 243, 247, 251, 309, 313, 333 Support/ELL, p. 235 Enrichment, p. 235 Science, pp. 137, 253, 311, 323, 335

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At around 48 months of age	
1.5 Make predictions and check them with adult support, through concrete experiences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 22, 96, 218, 355; Science pp. 27, 179, 241, 265, 289
At around 60 months of age	
1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science pp. 27, 179, 241, 265, 289
At around 48 months of age	
1.6 Make inferences and form generalizations based on evidence.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 22, 96, 218, 355; Science pp. 27, 39, 179, 241, 265, 289
At around 60 months of age	
1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science pp. 27, 39, 179, 241, 265, 289, Enrichments, p. 311
2.0 Documentation and Communication	
At around 48 months of age	
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 195, 233, 281, 380, 393, 429
At around 60 months of age	
2.1 Record information more regularly and in greater detail in various ways with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 241, 311 Enrichment p. 179
At around 48 months of age	
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 195, 233, 281, 380, 393, 429
At around 60 months of age	
2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science pp. 39, 179, 215, 311, 375

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Physical Sciences	
1.0 Properties and Characteristics of Nonliving Objects	
At around 48 months of age	
1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 244, 245, 355; Oral Language, p. 337; Science, pp. 179, 301, 339
At around 60 months of age	
1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 117, 239, 289
2.0 Changes in Nonliving Objects and Materials	
At around 48 months of age	
2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 330, 342; Oral Language, p. 345; Science, pp. 61, 79, 101, 117, 129, 239, 283, 289, 315, 335, 339, 389
At around 60 months of age	
2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts, change in color, shape, texture, form, and temperature).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 345; Science, pp. 61, 79, 101, 117, 129, 239, 283, 289, 315, 335, 339, 389
At around 48 months of age	
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 330, 342; Oral Language, p. 345; Science, pp. 315, 335, 339

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At around 60 months of age	
2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 61, 79, 101, 129, 389
Life Sciences	
1.0 Properties and Characteristics of Living Things	
At around 48 months of age	
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 158, 170, 183, 206
At around 60 months of age	
1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	*Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning, Science, pp. 43, 67, 191, 203, 227, 245, 247, 253, 255, 397, 427, 433, 449, 497; Enrichment, p. 79
At around 48 months of age	
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 71, 145, 307; Oral Language, Throughout My Body Unit, pp. 87, 95, 99, 103, 107, 115, 131; Science, pp. 93, 385, 395, 397, 407, 409, 419, 423, 425
At around 60 months of age	
1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout My Body Unit, pp. 87, 95, 99, 103, 107, 115, 131; Science, pp. 93, 385, 395, 397, 407, 409, 419, 423, 425
At around 48 months of age	
1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 158, 170, 183, 206; Science, pp. 385, 419, 423, 425
At around 60 months of age	
1.3 Recognize that living things have habitats in different environments suited to their unique needs.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 158, 170, 183, 206; Science, pp. 385, 419, 423, 425

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At around 48 months of age	
1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, 183; Science, p. 137, 191; Social Studies, p. 297
At around 60 months of age	
1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 86, 254, 264, 398; Science, pp. 43, 67, 137, 191, 203, 227, 245, 253, 397; Social Studies, p. 297; Oral Language, pp. 255
2.0 Changes in Living Things	
At around 48 months of age	
2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, p. 137; Social Studies, p. 297
At around 60 months of age	
2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grown and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 86, 254, 264, 398 Oral Language, p. 255
At around 48 months of age	
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 245; Science, p. 253; Social Studies, p. 249
At around 60 months of age	
2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 86, 254, 264, 398; Oral Language, p. 255; Science, pp. 43, 67, 191

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Earth Sciences	
1.0 Properties and Characteristics of Earth Materials and Objects	
At around 48 months of age	
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 233, 244, 245, 355
At around 60 months of age	
1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Oral Language, pp. 115, 239, 243, 247, 251, 309, 313, 333, Support/ELL, p. 235, Enrichment, p. 235; Science, pp. 117, 137, 239, 253, 289, 311, 323, 335
2.0 Changes in Living Things	
At around 48 months of age	
2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 96, 144, 257, 280, 293; Numbers & Math, p. 251Oral Language, pp. 235, 239, 243, 287
At around 60 months of age	
2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 235, 239, 243, 287; Science, pp. 241, 289
At around 48 months of age	
2.2 Notice and describe changes in weather.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 132, 158, 170, 219, 268, 269, 404. 417; Oral Language, Enrichment p. 287; Social Studies p. 285; Science p. 289
At around 60 months of age	
2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Enrichment p. 287; Social Studies p. 285; Science p. 289
At around 48 months of age	
2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 132, 158, 170, 219, 268, 269, 404. 417; Readiness & Writing, p. 24, 26, 28, 30; Science, p. 397, 401, 403, 411, 415, 427
At around 60 months of age	

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2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, p. 24, 26, 28, 30; Science, p. 397, 401, 403, 411, 415, 427
At around 48 months of age	
2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 233, 268, 269
At around 60 months of age	
2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment and participate in activities related to its care.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 271; Social Studies, pp. 249, 273; Science, pp. 253, 255, 277, 279, 323

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Get Set for School®:
A Complete Pre-K Program for Kindergarten Readiness Success

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I. Call for a Strong Pre-K Curriculum

Children who attend high quality early childhood programs, where curriculum aims are integrated across the domains, learn more and are better prepared to master the complex demands of formal schooling. Recommendations call for addressing cognitive, social-emotional, and physical development as mutually supportive areas that require active attention in the preschool years.

— Fulfilling the Promise of Preschool (2006), National Association of State Boards of Education

The Get Set for School Pre-K Program embraces the belief that the preschool years are crucial to a child's academic development. A well-balanced program is one that includes both teacher-led, structured activities that build language skills and content knowledge as well as student-led play that builds gross-motor skills, independence, and creativity (Fuligni et al, 2012). Integrated throughout Get Set for School's learning areas are key social-emotional skills, critical thinking skills, and gross and fine motor skills development.

The National Institute for Early Education Research recommends a curriculum that addresses children's ages, behavior, background, and learning needs; includes assessments to measure whether learning objectives are being met; facilitates family involvement; and is research-based for effectiveness (Frede & Ackerman, 2007).

Children are best served when curricula is based on clearly articulated goals shared by all, builds on children's experiences, is aligned to learning standards and assessments (Pianta, Cox, & Snow, 2007), and engages teachers and students together in meaningful learning that can be adjusted as needed (Kagan et al, 2012).

Get Set for School's curriculum provides infrastructure to support teacher-student interactions that strengthen effective preschool learning, where "teacher sensitivity, positive relationships, and support for children's autonomy" have a significant impact on child development and learning (Hamre et al, 2014).

Improved Academic Outcomes

It is well established that a strong preschool program is critical for the academic achievement of children as they enter elementary school and progress onward.

"In terms of what is taught, we know that children in Pre-K classrooms that spend time on the key academic content areas, such as literacy, language, and mathematics, have an academic advantage as they enter early elementary school"

(Downer & Pianta, 2006).

Furthermore, the International Reading Association (2005) found that children who have experiences with language and literacy in high-quality preschool settings have productive futures.

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The Importance of Play

A growing body of research shows that every competency important to school success is enhanced by play (Isenberg & Quisenberry, 2002; Singer et al, 2003; Singer et al, 2006). For example, high-quality pretend play is related to children's abilities to begin to think abstractly and to take the perspectives of others (Bergen, 2002; Berk et al, 2006; Singer et al, 2003). According to Shonkoff (2000), play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. "Preschool children need to play, refine their motor skills, and practice their imaginative abilities" (Hirsh-Pasek et al, 2008). Moreover, active teachers can leverage children's ideas and interests to promote learning through play, circle-time, and small-group activities (Ginsburg, 2006).

Get Set for School addresses physical, social, emotional, and cognitive skills, which are crucial for school readiness and will meet children where they are. The curriculum uses play-based, interactive, and multimodal lessons to teach developmentally appropriate social skills throughout the curriculum. Get Set for School lessons and activities incorporate play in multiple ways for effective instruction and learning. For example, children will act out words to learn new vocabulary or recite a story for dictation and then act it out in correct sequence. Play also facilitates the teaching of letters with mystery letter games, drawing, and building as children make connections and learn new concepts.

Get Set for School Meets the Needs for a 21st Century Curriculum

Get Set for School prepares children for elementary school with a robust curriculum that incorporates academic content areas aligned to state learning standards and supports instruction that values a balance of structure and play, social-emotional learning, and ongoing assessment and communication between teachers, families, and support staff.

Throughout the 36-week curriculum in the *Get Set for School Pre-K Teacher's Guide Set* (Volume 2), children are provided with learning opportunities based on real-world needs, problems, and activities. Each unit is focused on a theme directly related to students' lives: Get Set for School, My Body, Community & Play, Earth, Machines, and Animals. Within each theme, the daily lessons are cross-curricular and integrated in an authentic way.



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II. Get Set for School's Curriculum

An effective pre-kindergarten literacy program is one that, according to Vukelich & Christie (2004), provides a balanced curriculum that addresses emerging literacy skills in the context of social-emotional and cognitive developmentally appropriate experiences.

Pre-K children enter the classroom with differing and continually evolving abilities. They are not all developmentally ready to learn the same skills at the same time (Schmidt, et al, 2007). To meet the needs of Pre-K children, a curriculum must be accessible at all points within the wide spectrum of needs and skills (Kotob, M.M. & Jbaili, F., 2020). It should invite participation, build a base of understanding, and challenge children's thinking (NRC, 2001; Scott, 2015). Teachers need support to meet all children where they are as they develop throughout the year.

Therefore, Get Set for School teaches in a developmental order by starting at a level that does not assume prior knowledge or competency. We enable children to excel by respecting their present level of development and building from there. There are certain skills that children need to learn explicitly through instruction (Mashburn, et al, 2008; Reutzel, et al, 2014; Ashdown & Bernard, 2011). We prepare children with essential early literacy skills for reading and writing by first teaching them to recognize, name, and write letters and numbers and then how to listen for and say sounds. Get Set for School also provides teachers with the tools to teach critical social skills through modeling, practice, exploration, and discovery across all content domains.

Preschoolers learn through movement and participation (Lengel & Kuczala, 2010; Furmanek, 2014; Scott, 2015). They need explicit, modeled instruction (Mashburn, et al, 2008; Reutzel, et al, 2014; Ashdown & Bernard, 2011) and playful learning opportunities to explore and internalize new ideas (Singer et al, 2006; Singer et al, 2003).

Our multimodal, playful approach is at the heart of our success because young children are not ready to sit still and focus for long periods of time.

Children learn best when they move, manipulate objects, build, sing, draw, and participate in dramatic play. Preschoolers thrive when instruction is differentiated depending on individual needs, and teachers require tools to help them meet these needs (Kotob & Jbaili, 2020).

Our unique Pre-K program makes teaching easy and rewarding with:

- A research-based approach that uses several resources of engagement, representation, and expression to involve a child's whole body and her senses in learning.
- Developmental progression that builds on what children already know
- Friendly language that connects with children
- Multimodal-multisensory lessons that break difficult concepts into simple tasks
- Hands-on materials that increase child engagement and make learning fun
- Technology solutions for students and teachers
- English and Spanish materials for English language learners

A. LEARNING AREAS

The Get Set for School curriculum prepares young learners for school with the following learning areas: Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science, and Social Studies.

The focus of the curriculum is on classroom instruction with multisensory tools and interpersonal engagement between students and teachers. These tools engage children with multiple learning modalities (visual, auditory, kinesthetic, and tactile). For example, when children use dough to form letters, they see, move, and touch. When they learn letters and say them aloud, they see the letters and hear the letter sounds. This provides more pathways for them to acquire and retain knowledge easily and effectively.

In addition, the PreK Interactive Teaching Tool (PreKITT) is a digital platform that allows teachers to manage and teach

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Get Set for School's curriculum. Teachers will have a variety of multimedia assets to seamlessly link technology into the classroom to make learning fun. PreKITT enhances both the teaching and learning experience as it includes digital teacher guides, animations, books, music, instructional videos and more. Children also can explore and use a variety of digital tools through the Student App to support with letter recognition, formation, etc. Educators can easily toggle between English and Spanish versions.

LANGUAGE AND LITERACY

"Increasingly, early childhood is viewed as a sensitive period for the development of key cognitive, literacy, and language skills; in turn, these skills appear to be shaped by child characteristics and family, child care, and early classroom experiences" (Morrison & Cooney, 2002). The National Association for the Education of Young Children (2003, 2009) and The International Reading Association (1998) suggest that the period from birth through age eight is the single best time in a child's life to develop literacy skills. The Get Set for School program provides explicit literacy instruction through modeling and direct instruction to help children make relevant connections to movement, narrative, and word and language concepts.

According to the National Early Literacy Panel (2009), reading instruction must be deliberate and well-planned. Literacy experts and educators know that children who receive early literacy experiences are more likely to become proficient readers. The National Institute of Child Health and Human Development (2000) identifies print awareness, phonological awareness, oral language, vocabulary, reading readiness, and comprehension as key concepts that children need to acquire to become competent readers and writers. The Get Set for School Language & Literacy learning area uses a hands-on approach to integrate each of these core concepts, filling the need for child-friendly and joyful literacy experiences.

The Get Set for School Language & Literacy learning area helps children build language skills in context so that new letters (symbols) and words have meaning and relevance. Because reading and writing skills support each other and develop in tandem, the learning area gives children the foundation in letter recognition and letter sound recognition to build reading skills. Children understand that print has meaning and they can use it to express themselves. Lessons encourage children to say the words along with the teacher during storytelling.

Phonological Awareness

Extensive research has demonstrated that the more time children are immersed in language-rich environments, the greater reading success they have later. Preschool language skills support the emergence of phonological awareness—identifying individual sounds (phonemes) within words and combinations of sounds within syllables (phonics) (NRP, *Reading Advice to Teachers*, 2005; Whitehurst and Lonigan, 1998; Lonigan et al., 2000)—which by the middle elementary school years these skills play a major role in supporting reading comprehension (Storch and Whitehurst, 2002; Biemiller, 1999; Walker et al, 1994).

"Nursery rhymes, rhyming games, and finger plays provide an engaging and fun avenue for children to learn the sounds and rhythms of language. Children who have knowledge of nursery rhymes develop stronger phonological awareness skills" (MacLean, Bryant, & Bradley, 1987). The Get Set for School Language & Literacy learning area helps children develop phonological awareness with playful rhymes, alliteration, and activities that focus on beginning/ending sounds, and word parts.

Research indicates a sequence of phonological awareness skills from easiest (segmenting and blending the parts of compound words) to hardest (segmenting and blending the individual phonemes in words) although not necessarily in "lock-step" but rather in "over-lapping phases" (ILA, 2019; Lonigan, 2008). "Children's skill using and understanding sentences (syntax) and extended stretches of language are related to reading success and significant problems with these areas of language often are associated with reading problems" (Bishop and Adams, 1990; 1990, 1991, 2001).

The Get Set for School curriculum provides an explicit, systematic, multisensory instructional approach to phonological awareness that afford students many opportunities to identify, synthesize, and analyze sounds. Our research-based developmental approach to phonological awareness will allow children to hear and manipulate sounds in isolation as well as within words

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Children learn and revisit the following skills from the phonological awareness domain:

- Identify sounds and discriminate sounds
- Discriminate words
- Recognize rhyming words and make rhyming words
- Find words in a sentence and build sentences with words
- Segment compound words and build compound words
- Recognize syllables, blend syllables, and segment syllables
- Segment onset and rime and combine onset and rime
- Repeat beginning sounds, identify beginning sounds, and produce beginning sounds
- Identify ending sounds and produce beginning sounds

Alphabet Knowledge

"Alphabet recognition is one of the major early literacy skills that are predictive of children's later reading development" (IRA/NAEYC, 1998; National Center for Family Literacy, 2007)

Alphabet knowledge combines the recognition of letters with other skills related to print. "As with concepts about print, concepts of word and letter can evolve from teacher modeling to student participation as children become comfortable with the terms" (Beauchat, Blamey & Walpole, 2009).

Get Set for School lessons teach children to identify capital and lowercase letters by sight and by name. Children learn how these letter symbols work together to form printed words that have meaning, and they understand how printed words relate to spoken language. Get Set for School's alphabet knowledge lessons are grounded in research. Students will be explicitly instructed in a strategic, systematic, and sequential manner.

In Get Set for School, children learn the following alphabet knowledge skills:

- Distinguish letters from pictures
- Recognize letters and position letters
- Recognize letters in name and identify letters in name
- Identify capital letters
- Identify lowercase letters
- Match capital and lowercase letters
- Use letter names and produce letter sounds
- Use digraphs

Print Concepts

According to Stanovich (1993), "One of the most powerful experiential determinants of individual differences in vocabulary and declarative knowledge is exposure to print." Furthermore, book and print awareness are important for later reading success (National Center for Family Literacy, 2007; Snow, Burns, & Griffin, 1998).

The Get Set for School curriculum provides many opportunities for students to receive explicit instruction in print awareness and concepts about print. Our multisensory language and literacy lessons follow a developmentally appropriate sequence to allow students to develop print awareness knowledge. Throughout the Get Set for School Language & Literacy learning area, children learn concepts about print through visual recognition from cues within the classroom and through recitation of letters and words during read-alouds and other interactive activities.

The Get Set for School *My Book* is a child's personal storybook and a special way to explore the wonders of books and words. Children are the authors and the illustrators as they draw themselves in pictures and share their own experiences about people, places, and things. As they work through *My Book*, children learn concepts about print, develop oral language, and build vocabulary.

Students will also develop an understanding of the everyday function of print in their school environment and beyond through ample opportunities to practice, including reciting stories or narrative sequences as the teacher takes dictation and repeats the narrative back to them.

In Get Set for School, children learn the following concepts about print skills:

- Distinguishing print from pictures
- Recognizing book parts
- Following text from left to right
- Recognizing names
- Distinguishing letters, words, and sentences
- Recognizing signs

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Vocabulary Building

Vocabulary instruction through read-alouds, as well as through direct instruction, have a significant impact on language acquisition and reading comprehension, particularly in the early years (Biemiller, 2007; Biemiller, 2010). In addition to read-alouds, vocabulary researchers Blachowicz and Fisher (2004) recommend a variety of "rich oral language experiences" that include "word play" and an "awareness of words." Revisiting vocabulary in multiple contexts is also critical to learning and being able to comprehend and use language (Blachowicz & Fisher, 2004). Children learn through their experiences, including play, developing new concepts and both acquiring and refining their understanding of words. (Texas Prekindergarten Guidelines, 2015).

Rich vocabulary is a key element of the Get Set for School curriculum, because vocabulary comprehension is essential to reading comprehension and academic success. When children grasp a word's meaning, they understand what that word represents, and in turn, they understand the relationships of ideas and concepts that go with that word (Stahl & Murray, 1994; Stahl & Nagy, 2006). Children with inadequate vocabulary comprehension have weaker reading comprehension and, as a result, choose to read less. Although economically disadvantaged students and English language learners often enter school with language deficits, a strong literacy program in the early years has been proven to help these students enrich their vocabulary and comprehension (Blachowicz et al, 2006)

Vocabulary instruction in Get Set for School follows a progression of vocabulary development that is age and sequentially appropriate. Vocabulary development activities are provided at first to expand students' understanding of the school day. Vocabulary lessons begin with familiar concrete word experiences in which many children have background knowledge and then expand that knowledge with hands-on and active lessons. Conversation between classmates is encouraged in many of the directly taught lessons. These lessons are designed to enrich and expand understanding of spoken vocabulary, to practice using vocabulary accurately, and to provide a vocabulary-rich classroom climate in which children can begin to use new words independently and speak using complete sentences without teacher direction.

The Get Set for School curriculum gives teachers many opportunities to teach rich vocabulary and model language appropriately and through enjoyable activities. Vocabulary instruction reaches beyond Language & Literacy lessons and is interwoven across learning areas, and in particular: Numbers & Math, Oral Language, Science, and Social Studies. For example, in math, students practice counting with the word "scarves," sorting geometric shapes (circles, squares, triangles, etc.), graphing concepts such as "rows," and eventually comparing different animals: beaver, bird, bear, etc. The continuity between lesson plans helps authentically reinforce concepts and vocabulary taught in many content areas.

Reading Comprehension

For preschoolers, their first experience with reading comprehension happens during read-alouds. In order for children to make meaning of a text, they need the opportunity to ask and answer questions, engage in reciprocal teaching whereby they "take responsibility for the text," and experience the text in multiple ways (IRA/NAEYC, 2009; NICHHD, 2000; NICHHD, 2005).

Read-alouds are an integral part of the Get Set for School curriculum in Language & Literacy and in Science and Social Studies. Children have multiple opportunities to listen to texts, ask questions, and answer questions. Children make meaning from texts that are read to them through the model:
"I do it, We do it, You do it," and through reciprocal teaching which often takes the form of dramatic play.

Evidence shows that early success at reading acquisition leads to a lifetime of reading habits (NICHHD, 2008; Juel, 1988; Juel, Griffith, & Gough, 1986; Snow, Barnes, Chandler, Goodman, & Hemphill, 1991; Stanovich, 1986, 1993). Reading Comprehension for preschoolers begins first with foundational skills, including phonological awareness (phonemes, phonics, and print) and progresses towards oral fluency as young readers "read text aloud with accuracy, speed, and proper expression" (IRA/NAEYC, 1998, 2009; NICHHD, 2000; NICHHD, 2005). For students to achieve oral fluency in elementary school, students need considerable experience with oral language and with explicit vocabulary instruction in preschool (NICHHD, 2005).

Content-rich texts are essential for the development of literacy skills as children attempt to make sense of the world around them (Neuman, 2014). According to literacy expert Susan Neuman (2014), the integration of literacy skills across disciplines and with guidance and opportunities to play is essential to developing critical neural networks. Throughout the Get Set for School curriculum, children will engage with a variety of high quality, appropriately leveled texts of all types and genres that span across a variety of

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content areas. Children will explore new places, discover new ideas, and learn about new and exciting characters through engaging nursery rhymes, fairy tales, finger plays, songs, poems, fiction, and nonfiction texts.

Fun, interactive read-aloud tips can be found in the *Get Set for School Pre-K Teacher's Guide Set* (Volume 1) to effectively integrate books into the Pre-K classroom. The Get Set for School Read-Aloud Library is incorporated throughout the curriculum and supports teachers connecting texts to children's experiences at home and school. The teacher's guide offers additional book title suggestions that are connected to the Get Set for School Pre-K Program units, content, and Pre-K standards. Social-Emotional Learning (SEL) book titles, tips, and resources are provided for integrating SEL each day into the Pre-K classroom (see Books All Year, Volume 1). More book titles and suggestions are made throughout the curriculum in activities and in Suggestions for 3-Year-Olds. Classroom reading materials are available in English and Spanish sets, and both sets include some bilingual texts.

READINESS AND WRITING

Active, hands-on activities foster a love of learning in the Pre-K classroom. Exposure to readiness skills happens best in a context where children learn at their own pace, in their own way. Get Set for School taps into that natural tendency toward gaining and testing knowledge with implicit hands-on instruction that, according to Jensen (2001), is more lasting and has greater meaning for children. Jensen further states that hands-on learning creates more neural networks in the brain and employs more senses. There is also significant empirical evidence correlating cognitive development and fine motor skills, in particular reading, writing, speaking, (Grissmer et al, 2010) and math skills (Cain-Caston, 1996; Heuser, 2000; Moch, 2002). Several studies also note that fine motor skills are a strong predictor of later achievement (Grissmer et al, 2010; Gonzalez et al, 2019).

Get Set for School follows expert recommendations for a developmental progression that incorporates a range of activities and teaching strategies to support emerging handwriting skills (Olsen 2008, Spear- Swearling 2006).

Through play and explicit instruction, children progress through the following domains:

- Readiness
- Drawing
- Colors & Coloring
- Alphabet Knowledge
- Pre-Writing
- Writing
- Writing Lowercase Letters

Readiness

Get Set for School teaches beginning social-emotional and readiness skills, such as developing fine motor skills, learning to hold a crayon, introducing Wood Pieces to help children learn body parts, position words, and the vocabulary to describe capital letters and numbers. Our curriculum provides guidance to teachers on how to directly introduce and model letter names, letter sounds, and the formation of letters. Each letter has several explicit lessons that follow an "I Do, We Do, You Do" multisensory approach.

Drawing, Colors & Coloring

In order to build children's fine motor skills, critical in preparing to write, Get Set for School teaches children fundamental drawing skills, such as crayon grip, colors, directions, and coloring in simple pictures and shapes. Children learn about Mat Man®, a storybook character that children build on the floor. This activity is enjoyable and proven effective. It enables children of all abilities to draw Mat Man and anyone else. Children draw with small bits of chalk or crayons at an easel as well as in My First School Book and My First Lowercase Book which invite and encourage drawing.

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Alphabet Knowledge and Pre-Writing

Numerous studies have demonstrated a strong relationship between alphabet knowledge and reading and writing skills (Adams, 1990; Honig, 2001; Berninger et al., 2006; Stevenson & Newman, 1986; Treiman, 1993). Children develop alphabet knowledge across learning areas in Get Set for School through singing, speaking, matching, sorting, and naming—before they begin writing letters.

In the Readiness & Writing learning area, alphabet knowledge is reinforced through the lens of teaching letter formation, long before children are ready for paper and pencil. Get Set for School teaches letter by letter, and word by word. Using developmentally appropriate manipulatives, children learn to build, roll, or air write capital letters. Lowercase letters with similar formation groups are introduced based on the developmental principles of Arnold Gesell, Ph.D. (Gesell, 1940). This knowledge helps children build a strong foundation for both reading and writing as they become increasingly familiar with letter symbols and meanings.

Writing and Writing Lowercase Letters

The Get Set for School program teaches writing as a process and letter formation. For formation, children learn the correct habits for writing and school readiness in a developmental progression based on fine motor skills research (Dosman et al, 2012). Children begin with learning grip and then we use a developmental teaching order based on stroke acquisition (vertical lines, horizontal lines, curves, then diagonals).

The program uses the "My Turn, Your Turn" approach to direct instruction. Students are instructed by the teacher to "Wait, watch me. My turn first." The teacher demonstrates, and then students are asked to imitate throughout all Readiness & Writing lessons for letters (and Numbers & Math lessons for numbers). The truly scaffolded approach builds on skills daily and keeps children confident and joyful through the process as they enjoy success every day.

With writing as a process, children have opportunities for group writing on shared experiences, drawing that transfers into writing, and writing/drawing in response to reading, as well as revising class drafts.

NUMBERS AND MATH

Young children show a natural interest in and enjoyment of mathematics. Seo and Ginsburg (2004) find that long before entering school, "children spontaneously explore and use mathematics—at least the intuitive beginnings—and their mathematical knowledge can be quite complex and sophisticated." "Although most U.S. children enter school with a basic understanding of number, their knowledge is limited to small whole numbers and heavily influenced by the context in which the numbers appear" (NRC, *Adding It Up*, 2001). Many preschool programs miss out on the opportunity to leverage children's interest in math and develop it adequately in preparation for elementary school (NRC, *Mathematics learning in early childhood: paths toward excellence and equity*, 2009).

The mathematics that children learn from preschool through the middle grades provides the foundation for algebra and more advanced mathematics course work. Even before they enter kindergarten, most children develop considerable knowledge of numbers and other aspects of mathematics (Duncan et al, 2007; Clements & Sarama, 2007 & 2009).

The Get Set for School Numbers & Math learning area taps into and nurtures young learners' innate math skills to enable them to learn more advanced concepts in subsequent years.

The Get Set for School curriculum addresses each of these key mathematical concepts and follows the National Standards in Mathematics (NCTM, 2000) and the National Research Council (2009) recommendations that early childhood math experiences "concentrate on (1) number[s] (which includes whole number, operations, and relations) and (2) geometry, spatial relationships, and measurement" with a greater concentration of time focused on number concepts.

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"Furthermore, other findings link math foundations with improved outcomes in literacy, science, and technology, as well" (Duncan et al., 2007). The Get Set for School Numbers & Math learning area helps children organize their math thinking so that they can make connections to everyday experiences and concepts to reinforce learning. The Get Set for School program engages young children with manipulatives and active lessons, helping them observe and explore the mathematical dimensions of their world (Boggan et al, 2010). They compare quantities, find patterns, take measurements, count objects, and navigate in space.

Number and Operations

Recent research (Duncan, et al., 2007) has shown that children's knowledge of numbers and ordinality is "one of the most powerful predictors of later learning" in all areas. The National Council of Teachers of Math (2006) recommends that Pre-K students should "develop an understanding of the meanings of whole numbers and recognize the number of objects in small groups without counting and by counting [to 10 and beyond]."

The Get Set for School Numbers & Math learning area incorporates active lessons that promote number recognition, formation, and counting. Number operations are integral to the Pre-K environment. Children manipulate and count objects in the room, sing songs that reinforce number concepts, and participate in different activities that explore numbers.

The program teaches children Number & Operations words and symbols for what they already know, while expanding their basic ideas about numbers to a solid understanding of quantities. They learn to count using their own bodies. For example, they learn that they have "1 head, 2 eyes, 1 nose, 10 fingers…." Pre-K children develop number sense, investigate relationships among numbers, and explore the properties of numbers.

Children also explore numbers through fine motor skill development. Similar to their experience with alphabet knowledge developed in Readiness & Writing, children explore number activities, tracing numbers, and manipulating objects as they are counting them.

Geometry and Spatial Relationships

According to the National Research Council (NRC, *Mathematics learning in early childhood: paths toward excellence and equity*, 2009), the study of geometry and measurement helps children develop ways to mentally structure the spaces and objects around them. "In addition, these provide a context for children to develop further their ability to reason mathematically" (NRC, *Mathematics learning in early childhood: paths toward excellence and equity*, 2009).

The study of geometry and the way objects and people relate to each other in space is important to young learners as they develop an understanding of the world around them and their place in it. Get Set for School lessons give children hands-on tools to understand spatial concepts through developmentally appropriate pattern, puzzle, and sorting exercises and tools. We believe that children can go beyond simple identification of shapes to understand each shape's characteristics.

Newcombe and Frick (2010) confirm that "mental spatial transformation abilities, while present in some precursory form in infants, toddlers, and preschool children, also undergo considerable development and show important individual differences which are malleable." This means that Pre-K children are capable of spatial thinking and can learn geometry concepts at the Pre-K level. Doing so helps them "improve spatial functioning in general, but also reduces differences related to gender and socioeconomic status that may impede full participation in a technological society" (Newcombe & Frick, 2010).

Another study found that with training, "twice as many 5-year-olds produced rectilinear reaction time patterns that are indicative of mental rotation strategy" (Newcombe & Frick 2010; Platt & Cohen, 1981). Get Set for School promotes such spatial thinking with tools and activities that get children to slide, flip, and turn objects to match patterns, complete sequences, and solve puzzles.

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Patterns and Algebra

Fostering children's ability to reason and problem solve "is a long-lasting outcome that will benefit students throughout their mathematics education" (Sadler, 2009). Algebra is an area of math that uses symbols, letters, and patterns to solve problems. Children love to notice and make patterns. Get Set for School engages children in seeing and extending patterns to build observation, thinking, and problem-solving skills. Simple repetitive patterns and even simple growing patterns can build the foundation for understanding more complex mathematical patterns in the future.

Kimberly Brenneman, assistant research professor at NIEER (National Institute for Early Education Research) and co-author of NIEER's math and science policy brief (2009), says, "Given the opportunity, preschoolers will use math and science-related thinking to solve problems even though they may not be aware they are doing so." Brenneman further states that high-quality Pre-K classrooms support math and science by providing experiences that encourage numerical reasoning and lead to investigations of objects by considering their sizes, quantities, measurements, spatial relationships, and various other aspects.

In Get Set for School lessons, children engage in explorations of math and science ideas, and teachers interact with them in intentional ways to help them extend their knowledge and reasoning.

Get Set for School provides positive experiences for using mathematics to solve problems. As a result, children develop curiosity, imagination, flexibility, and inventiveness that contributes to their future success in and out of school.

Measurement and Time

We know children are ready to learn measurement concepts during the Pre-K years. "Many students use measurement instruments or count units in rote fashion" (Clements & Battista, 1992). According to Clement, Sarama, and DiBiase (2004), "Preschool children know that continuous attributes such as mass, length, and weight exist, although they cannot quantify or measure them accurately. At age 4–5 years, however, most children can learn to overcome perceptual cues and make progress in reasoning about and measuring quantities."

"Measurement should not be taught as a simple skill; instead, it is a complex combination of concepts and skills that develops slowly over years" (Clements et al, 2004). Clement, Sarama, and DiBiase (2004) also note that emphasis should be on children solving real measurement problems to develop strong concepts and skills. They also found that measurement is particularly relevant to young children because it is one of the real-world applications of mathematics. It bridges geometry or spatial relationships and real numbers.

Get Set for School lessons provide many avenues for teaching young children to measure in a way that is relevant and memorable. Activities and math tools encourage the use of non-standard units of measurement, such as lining up objects like blocks or bags, to see how many of those objects it takes to span a bookshelf, a table, or a chair. Use of familiar music, movement, and object manipulation takes the mystery and fear out of measurement lessons.

Data Representation and Probability

According to the 2003 NAEYC/NCTM joint position statement, it is important to "weave mathematics into children's experiences with literature, language, science, social studies, art, movement, music, and all parts of the classroom environment." Data representation activities help children organize information (for example, answers to a problem-solving question) in a visual way and connect mathematics to other subject areas. Data representations are a good way to connect questions in children's real worlds with numbers. Pictographs can be created in response to almost any Pre-K question, such as favorite ice cream or number of pets. Probability portrayed through data helps children answer questions about our world about the likelihood of future events (for example, how likely it is a student in their class has a pet at home). In this way math helps children make sense of their day and world.

As Francis Wardle (2007) explains, "Math knowledge and dispositions are not created in a vacuum. Math is about manipulating things: objects, shapes, concepts, and relationships; reproducing and documenting the world; and constructing, building, and estimating... Thus, we must provide a myriad of opportunities for young children to have direct, concrete experiences in the real world."

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Oral language skills are important in the Pre-K environment because "narrative capacity forms the foundation for reading comprehension, the ability to produce coherent writing, and the ability to understand subjects such as history, social studies, and science"

(Fein et al, 2000; Jones & Cooper, 2006; Kim, 1999; Nicolopoulou et al, 2006; Schickedanz & Casbergue, 2004).

ORAL LANGUAGE

Children begin to learn language from birth. As they grow and develop, so do their language skills. Pre-K children learn to understand and use language to express their feelings, thoughts, and observations. These skills are key to the development of reading and writing skills (Snow et al, 1998). Children learn new vocabulary words and develop oral language skills by social interaction and listening to, retelling, and narrating stories. "It is the talk that surrounds a storybook reading that gives it power, helping children to bridge what is in the story and their own lives" (Dickinson & Smith, 1994; Snow et al, 1995).

Within the units, the Get Set for School Oral Language lessons are organized by days of the week and taught on Mondays (action verbs), Wednesdays (adjectives), and Fridays (asking and answering questions). Children physically express ideas, such as walking slowly or skipping lightly, so that adjectives and adverbs go from being abstract concepts to real world experiences. These connections foster long-lasting understanding.

The Get Set for School program uses directed actions, multisensory tools, and active exercises to draw children into a lesson and help them learn new words. The teacher introduces objects or pictures, and children touch them, point to them, and say what they are. Through the "I Say, We Say, You Say" approach of lessons, children develop both listening and speaking skills.

Listening and Speaking Skills

Before children enter school, oral language is the primary source of vocabulary acquisition (Beck & McKeown, 2007). However, according to literacy experts Beck and McKeown (2007), once children enter school, aural (listening) contexts are rarely rich enough in new vocabulary to build the speaking skills that prepare them to read. Furthermore, studies indicate that listening to read-alouds, for example, must be followed up with direct instruction that reinforces contextual understanding of new vocabulary (Coyne et al, 2004; Wasik & Bond, 2001). Therefore, oral language (listening and speaking skills) in preschool must be intentionally enriched with vocabulary that prepares children to be successful readers.

From the onset of the Get Set for School curriculum, direct instruction of concepts and improving listening skills are explicitly and repeatedly taught. Initially, simple body positioning and eye contact lessons teach children to use active listening skills by looking directly at someone while speaking with them. Lessons reinforce the concept of look/listen and review the importance of body position while addressing others. Students hear and say individual words and appropriate sentence structure and grammar as they participate in tri-weekly Oral Language activities while using Word Time.

Furthermore, listening skills are assessed by the teacher in every lesson in the instructional design of all lessons. Check for Understanding questions appear at point-of-use with each lesson for all learning areas: Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science, and Social Studies.

Classroom discussion with the puppet, Squawker, and the Word Time program bring conversation to life and makes conversation informative, fun, and engaging for the children. Puppet play allows teachers to model communication conventions in a unique and engaging way that Pre-K children adore. Conversation with the puppet introduces new vocabulary and models vocabulary usage. Children are then prompted to speak using new vocabulary appropriately in complete sentences and conversation.

Guidance is provided to develop speaking skills of children throughout the curriculum but is specifically addressed through the Oral Language lessons. These activities lay a foundation that encourages all Pre-K children to develop intellectually, socially, emotionally, and physically and boosts children's vocabulary, thinking, and speaking skills in a way that elicits joyful participation.

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SCIENCE

Children can learn key science concepts and essential approaches to learning through experimentation and inquiry in a hands-on, inquiry-based setting. In fact, researchers point out that it is essential these two components of science learning go hand-in-hand, as opposed to teaching concepts in isolation (Greenfield, White, and Bustamante, 2016). Greenfield, et al., describe the mutual benefits of teaching investigative science explorations alongside key approaches to learning in preschool (asking questions, verbalizing frustrations, seeking answers to problems, collaborating with peers, and solving problems efficiently). Get Set for School infuses hands-on curriculum into all aspects of scientific exploration and domains so that children learn key science concepts and skills through discovery and exciting inquiry-based experiences.

Historically, science instruction has often been left out of preschool curricula despite children's natural inclination toward investigation, experimentation, and inquiry (Greenfield et al, 2016). Recent studies have found that most children, especially the socio-economically disadvantaged, have a significant deficit in their understanding of science concepts and skills associated with thoughtful science curriculum and instruction (Greenfield et al, 2009, as cited in Greenfield et al, 2016).

We believe that science is an essential part of the Pre-K classroom experience and that science is learned through the "practice of science" (NRC, 2007). Science activities spark the imagination of young explorers as they learn about the world around them. Preschoolers are "scientists-in-waiting" (Gelman et al, 2010). Science lessons in Get Set for School cover themes of basic geography, self-care, plants, animals, and caring for the environment. Pre-K teachers can foster and build children's **scientific inquiry** skills and take advantage of their natural curiosity and budding understanding of abstract concepts (Gelman et al, 2010; NRC, 2007).

Throughout Get Set for School's curriculum, children build scientific thinking through discovery experiments, investigating activities, and inquiry-based instruction and exploration. Children have authentic opportunities to develop their observation, questioning, critical thinking, and communication skills. They explore their environment using a variety of scientific tools as they develop early science skills in one of our four science domains: scientific inquiry, physical science, life science, and earth science.

The Scientific Inquiry domain consists of observation, investigation, documentation, and communication of interactive, hands-on experiences as well as time to process data. In Get Set for School, children will explore many areas, including sound, light, water, and nature. Since it is critical that children have numerous opportunities to test out these skills with a range of activities (Gelman et al, 2010; NRC, 2007), scientific inquiry is built into each of the 6 units throughout the curriculum through playful, enjoyable science activities.

The **Physical Science** domain pertains to properties and characteristics of nonliving objects and materials and the changes in nonliving objects and materials. In Get Set for School, children explore simple and complex machines, such as carts (wheel and axle), shovels and oars (levers), ramps and bridges (inclined planes), and pulleys through hands-on activities.

The **Life Science** domain in Get Set for School encompasses the properties and characteristics of living things and changes in living things. Children learn about the life cycles of plants, similarities and differences between living things, animals in their habitats, and the essential and changing needs of humans and animals as they mature from babies to adults.

The **Earth Science** domain in Get Set for School includes properties and characteristics of earth materials, objects, and changes in the Earth. Children explore Earth, sun, and sky; learn about caring for the environment, including recycling; and investigate different types of scientific professions (environmental scientist, aviation scientist, botanist, meteorologist, physicist, hydrologist).

SOCIAL STUDIES

According to the National Council for the Social Studies (2017), preschool is the ideal environment for an engaging social studies curriculum that takes advantage of children's "natural interest in the world around them." The Get Set for School curriculum values social studies as an integral and enjoyable part of learning in the Pre-K classroom. Through discovery play and exploratory activities, children develop early social studies skills in these four domains: self and family, community, history, and geography. Teachers actively engage with the children and build on children's awareness of these skills.

The learning gap for social studies, prior to elementary school, mirrors that of science with similar consequences for later education and academic success (Chapin, 2010). Children need to be introduced to key concepts in the preschool setting through a variety of engaging interactive

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experiences to be well prepared for elementary school and citizenship in general (Checkley, 2008). Checkley (2008) states that social studies curriculum should be "meaningful, integrative, value-based, challenging, and active."

Furthermore, social studies helps to develop children's "abilities to form and voice opinions, identify and solve problems, negotiate roles, perceive diversity and inequality, and recognize the consequences of their decisions and behaviors on others (NCSS, 2017). Social studies lessons provide the opportunity for educators to develop critical approaches to learning (language and communication, critical thinking, engagement, and persistence) while also instilling in children the fundamental components of living in a "democratic society" (NCSS, 2017).

The **Self and Family** domain in Get Set for School focuses on culture, diversity, relationships, social roles, and occupations. For example, children share and learn about each other's families, the relatives that comprise them, and cultural celebrations.

The **Community** domain in Get Set for School relates to skills for participation by vote, good conduct, being fair, and having respect for others. For instance, children share and document opinions on various topics including how friends share, different jobs within the community and beyond, similarities and differences between home and school, along with greetings from those languages. Included in these comparisons is learning how to share and graph data through charts and Venn diagrams.

The **History** domain in Get Set for School includes understanding past events, planning future events, and personal history. For example, children consider how they have changed over time, strategize to solve problems such as bullying, and plan a celebration to thank the school support staff.

The **Geography** domain in Get Set for School includes finding their way in familiar locations and understanding the physical world through drawings and maps. For instance, children make and use maps to familiar school locations with the teacher, compare the size of different countries, and identify geographical features.

B. CONNECTED LESSON DEVELOPMENT

The National Research Council's Early Education Committee recommends a curriculum that addresses content domains specifically and integrates them across the curriculum so students have a "broad-base of domain specific knowledge," develop rich vocabularies, and are prepared for a "variety of classroom structures" as they move into elementary school (NRC, *Eager to Learn*, 2001).

Throughout each of the Get Set for School six-week units (Get Set for School, My Body, Community and Play, Earth, Machines, and Animals) skills and content are introduced across all learning domains in an appropriate, developmental sequence. Each week has a focus topic (i.e., School and Friends' Names), which is then developed in each content area that week (Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science, and Social Studies). For each day, multiple learning standards are articulated within a given lesson so students develop these skills through repetition and engagement in a variety of ways. Get Set for School recognizes that children need to be actively engaged with lessons that intentionally activate prior knowledge and skills, especially when called upon to problem solve (NRC, *Eager to Learn*, 2001).

In the *Get Set for School Pre-K Teacher's Guide Set* (Volume 2), teachers can identify learning standards for each lesson that are taught across learning domains by using the following key: *(see figure 1)*

For example, this Language & Literacy lesson includes four standards indicated in the "We're Learning" section (Approaches to Learning/Social-Emotional Learning, Language/Communication, Mathematics, and Science). As children develop their language and vocabulary skills, they are also developing skills in these other domains. This pattern of repetition and approaching skills in multiple ways across domains is intentionally integrated into each content area so that children are called upon to activate prior knowledge and develop lasting understandings of content and skills. *(see figure 2)*

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Cognitive Development through the Arts

Get Set for School's multimodal lessons and hands learning activities expose children to fine arts, as well as fine and gross motor skills, through a variety of mediums including dance, music, dramatic play, painting, drawing, and movement. Children will have many opportunities to explore and create a variety of authentic pieces of art in all learning areas, as well as celebrate each other's art.

The Get Set for School curriculum incorporates rhythmic movement with songs, finger plays, and playful activities to give young learners many opportunities for developing important skills across learning domains. As suggested by Coulter (1995), song, movement, and musical games are "brilliant neurological exercises" vital to intellectual development.

Throughout the curriculum, children play games to learn each other's names and practice following rules in the classroom. They sing, build, draw, play, count, and engage in letter and word games. They learn how to work with others to accomplish a shared goal. Activities encourage positive social interaction that establishes relationships and trust in others.

Research shows that the best learning occurs when children participate actively in several ways to access and retain information (Tomlinson, 2014). Skills (including physical, social, emotional, cognitive, and language) do not develop in isolation. It is important that practitioners understand child development to justify practice and meet children's needs (NAEYC 2009; NASBE, 2006; NRC, 2001).

Figure 1

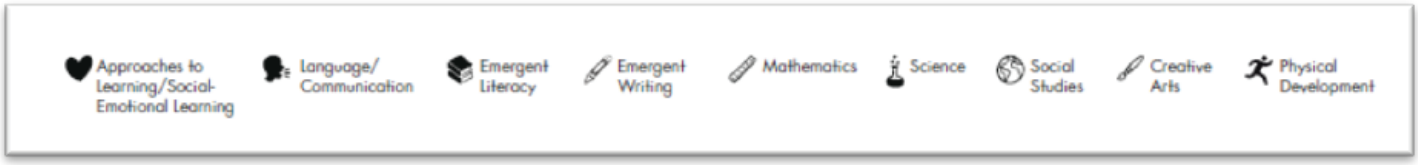
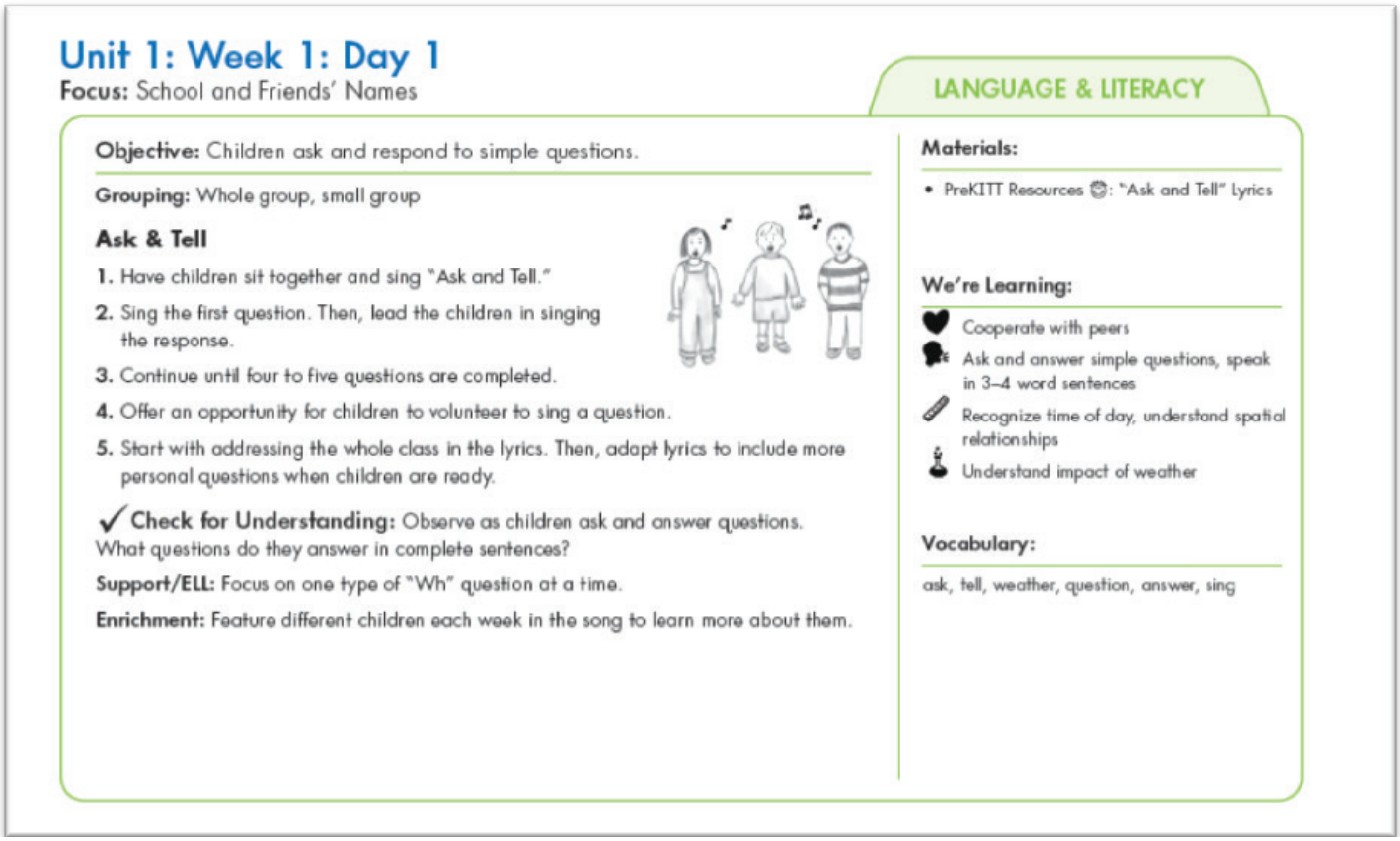


Figure 2



Unit 1: Week 1: Day 1

Focus: School and Friends' Names

LANGUAGE & LITERACY

Objective: Children ask and respond to simple questions.

Grouping: Whole group, small group

Ask & Tell

1. Have children sit together and sing "Ask and Tell."
2. Sing the first question. Then, lead the children in singing the response.
3. Continue until four to five questions are completed.
4. Offer an opportunity for children to volunteer to sing a question.
5. Start with addressing the whole class in the lyrics. Then, adapt lyrics to include more personal questions when children are ready.

Check for Understanding: Observe as children ask and answer questions. What questions do they answer in complete sentences?

Support/ELL: Focus on one type of "Wh" question at a time.

Enrichment: Feature different children each week in the song to learn more about them.

Materials:

- PreKITT Resources: "Ask and Tell" Lyrics

We're Learning:

- Cooperate with peers
- Ask and answer simple questions, speak in 3–4 word sentences
- Recognize time of day, understand spatial relationships
- Understand impact of weather

Vocabulary:

ask, tell, weather, question, answer, sing

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Physical Development

Get Set for School lessons involve each student's whole body in learning experiences as shown through multimodal (visual, auditory, kinesthetic, and tactile) and scaffolded instructional strategies. Gross and fine motor skills are taught explicitly and thoughtfully to meet the needs of a variety of learners, including 3-year-olds and all students who in need of additional supports. Lessons follow the "I do, We do, You do," model to support explicit instruction and gradual release to independent practice.

According to Shonkoff (2000), play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Motor skills development and play are critical components of Get Set for School because they foster exploration and facilitate learning. There is a well-established consensus among early childhood professionals that play is an essential element of developmentally appropriate, high-quality early education programs (Alliance for Childhood, 2006; NAEYC & NAECSSDE, 2003).

In Get Set for School lessons, gross motor skills are developed through a variety of activities both within the classroom as well as suggestions for activities outside the classroom, such as dancing to music, nature hikes, and explorations around the school. Students practice coordinated activities such as pouring, shoveling, and balancing during the limbo.

The *Get Set for School Pre-K Teacher's Guide Set* (Volume 1) provides direction for using tools and manipulatives that intentionally develop students fine motor skills in age-appropriate ways. Manipulatives are included in lessons with kinesthetic and tactile components throughout the curriculum, but especially during modeled writing with building letters.

Manipulatives aimed at developing fine motor skills include:

- Wood Pieces Set for Capital Letters
- Stamp and See Screen®
- Roll-A-Dough® Letters
- Wet-Dry-Try with the Slate Chalkboard
- Magnetic Lowercase and Blackboard Set
- A-B-C Touch & Flip® Cards and
- 1-2-3 Touch & Flip® Cards
- Mix & Make Shapes™
- 4 Squares More Squares®
- Tag Bags®

In addition to an emphasis on fine and gross motor skills development throughout the curriculum, Get Set for School provides clear lesson plans to explicitly teach and model safe and healthy habits, both mentally and physically. While lessons on safe and healthy habits are taught throughout the curriculum, Unit 2 is entirely dedicated to it with the theme "My Body." An abundance of activities throughout each learning area provide children rich opportunities to learn and practice safe and healthy habits, such as healthy eating habits, good hygiene, names and functions of body parts, understanding emotions and facial expressions, safe and effective ways to communicate, safety at school and at home, and much more.

Social-Emotional Learning

"Decades of research in human development, cognitive and behavioral neuroscience, and educational practice and policy, as well as other fields, have illuminated that major domains of human development—social, emotional, cognitive, linguistic, academic—are deeply intertwined in the brain and in behavior. All are central to learning" (Jones & Kahn, 2017). The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) describes social-emotional learning as five "interrelated areas of competence: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making." These social-emotional skills must be taught explicitly with opportunities for children to practice them (Mashburn et al, 2008).

Get Set for School integrates each of these social-emotional competencies into all aspects of the curriculum across learning areas (Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science, and Social Studies). Teachers are supported by Get Set for School with clear materials, such as music, texts, and hands-on manipulatives throughout the curriculum to facilitate social skill instruction and to enhance social-emotional development. Get Set for School songs help Pre-K children develop social-emotional skills, such as smoothly transitioning from one activity to another, recognizing emotions, having positive self-esteem, or cooperating. In the Get Set for School program children develop social-emotional skills through cooperative play and through explicit instruction in learning to take turns, greet one another, and share ideas and collaborate.

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Teachers are encouraged to incorporate additional texts that support the development of social-emotional skills in Circle Time. These texts highlighted in the Books All Year and Social-Emotional Learning sections of the *Get Set for School Pre-K Teacher's Guide Set* (Volume 1), where teachers will find detailed descriptions of each text and how it facilitates social-emotional learning. Specific recommendations for additional social-emotional resources and research are also included, as the Get Set for School complete program values that interactions between student and teacher in preschool form the foundation for how students will approach learning in the future (NRC, *Eager to Learn*, 2001; Paleromo et al, 2007; Pianta et al, 2005; Jones, Greenburg, Crowley, 2015).

Differentiated Instruction

Experts in the field of differentiated instruction recommend the following guiding principles to support classrooms with students with varying needs (as cited in Huebner, 2010; Tomlinson, 2014):

- Focus on the essential ideas and skills
- Respond to individual student differences
- Group students flexibly
- Integrate ongoing and meaningful assessments with instruction
- Continually assess, reflect, and adjust content, process, and product to student needs.

"Thus, teachers in differentiated classrooms accept and act on the premise that they must be ready to engage students in instruction through different approaches to learning, by appealing to a range of interests, and by using varied rates of instruction along with varied degrees of complexity and differing support systems" (Tomlinson, 2014). Each lesson in the Get Set for School program provides flexible grouping suggestions (e.g., whole, small, individual) located underneath each lesson objective. In all areas of study, the developmental progression of skill attainment is measured and factored into instructional design (Tomlinson & Allen, 2000). For instance, crayon grip is addressed prior to beginning any letter written on paper. Materials can be scaled up or down to accommodate grouping needs for the various activities. Lessons also support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

The variety of instructional approaches to facilitate differentiated instruction include, but are not limited to: student choice, purposeful play, direct instruction, games, student inquiry, group participation, creative design, and independent exploration. The initial emphasis on teacher-led lessons followed by student-led activities allows children to use skills in a variety of practices. This approach helps improve student success and helps foster a "can do" attitude so children self-actualize by using skills and recently learned concepts. The playful learning environment created in the Get Set for School classroom allows children to safely practice using language and newly acquired skills while protecting their social-emotional well-being. Guided practice, independent work, and collaboration are used throughout the curriculum to build foundational learning skills.

Every lesson in the Get Set for School curriculum has language in which children are being explicitly instructed to perform the targeted activity and model mastery prior to participating in exploratory play, and every lesson in the teacher's guide has a Check for Understanding section. These lessons continually have teachers assess students' mastery since research indicates that children learn best when they can be grouped flexibly and instruction incorporates varying degrees of complexity (Hall et al, 2011). For those who do not master content readily, each lesson has a Support/ELL section that correlates with each Learning Area and Learning Objective, offering ways for educators to build student mastery. In addition, each week-at-a-glance overview provides recommendations for 3-year-old students that apply to all students who are not yet ready to master skills and content. And, for those students who are gifted/talented and need extra challenge, each learning area for the day includes Enrichment activities to engage and extend learning.

English Language Learners and Dual Language Teaching

Get Set for School offers support for English language learners (ELLs) and a comprehensive literacy program with accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency for ELLs who speak Spanish and other languages at home. The correlation between a strong foundation in the home language and proficient English literacy skills, particularly oral language skills, is supported by significant research (NAEYC, 2009; *Developing Literacy in Second-Language Learners*, 2006).

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The Get Set for School Spanish version offers parity and the opportunity for students to think, speak, and learn in their home language. All Get Set for School materials encourage the use of the Spanish and English language, with an emphasis on universally accepted terms or labels. This freedom of language choice allows educators to engage in Dual Language teaching in the classroom to reach learners of either language simultaneously. For example, pictures, images, and diagrams provide the opportunity for teachers to attach and discuss common terms and labels with children. All teacher tools, including resources for families, are available in both English and Spanish. Families are encouraged to share materials from home when appropriate. The Get Set for School Read-Aloud Library (Volume 1) is available in English or Spanish, and both sets include some bilingual texts. Spanish language read-alouds offer trans-adaptation through language-rich books, helping students build knowledge in their home language.

"Phonemic awareness, phonics, fluency, vocabulary, and text comprehension" development (*Developing Literacy in Second-Language Learners*, 2006) are all essential components of a literacy program that supports ELLsBoth the Spanish and English versions of Get Set for School include direct instruction for all components of phonological awareness.

Lessons that incorporate the Sound Around Box Picture Tiles (in English or Spanish) help coordinate the teaching of word parts and sounds:

- A-B-C Touch & Flip® Cards (in English or Spanish) are used in activities naming, labeling, and/or matching capital and lowercase letters
- The Magnetic Lowercase and Blackboard Set (in English or Spanish) is used for labeling of lowercase letters as tall, small, or descending
- Line It Up™ Story Cards (in English or Spanish) incorporate an emphasis on rich vocabulary for labeling and sequencing in the story, as well as lesson extensions into other content, such as math and science.

All Get Set for School lessons, but particularly the Oral Language lessons, are organized with the themes of the curriculum. Within the themes, these lessons begin with words and actions that are familiar and then move on to more unfamiliar words and actions. The model used involves a predictable sequence of activities. Children's responses are guided by the questions presented to them and allow children opportunities to use their language to dive deeper into the meaning of the words. During lessons and read-alouds, Get Set for School ensures that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. Children are exposed to rich language daily through all the content area lessons.

"One targeted approach to helping struggling ELLs is daily small-group instruction for students with similar needs" (Huebner, 2009) with direct, explicit instruction of literacy skills (Linan-Thompson & Vaughn, 2007). Tracy Huebner, a senior research specialist (2009), goes on to write that "this intervention can produce sustained improvement in student achievement—especially if the groups focus on explicit, interactive instruction in the core areas of literacy." A specific targeted Support/ELL section is provided for each Get Set for School instructional activity. Furthermore, the structure of the Get Set for School program and materials equip teachers to provide scaffolds and small-group interactions for ELLs through multiple classroom strategies including direct instruction.

The Get Set for School classroom setup and classroom management tips provided give English language learners consistent structure in an environment that promotes positive social interactions and the use of program manipulatives in lessons, centers, and circle time.

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School-Home Connection

Research consistently shows that a strong school-to-home connection helps children build curiosity, self-esteem, and motivation to learn new things (Frede, & Ackerman, 2007; Caspe, 2006). Literacy skills and strategies at home continue to stimulate both literacy and cognitive development in all children, including those who need interventions (NICHHD, 2008). Research has consistently shown that children who with a positive home literacy environment perform better in kindergarten, regardless of socio-economic status (NCES, 2003). Get Set for School recognizes that families are children's first and most important teachers. The Get Set for School Pre-K Curriculum provides specific ways to build a home-to-school connection. The two hands-on materials, *My Book*, and *I Know My Numbers* are learning experiences designed to be shared at home. At times, lessons will ask families to lend items from home to personalize activities and to facilitate the connection between home and school for children to celebrate diversity, multiple cultures, languages, and traditions.

The Get Set for School curriculum helps make the transition from home to the Pre-K classroom fun and happy for both children and families. The curriculum includes resources that encourage teachers and families to work together and that involve families when planning for instruction that supports and builds on ways that children learn at home.

We encourage daily and weekly communication between school and home. Teachers have resources for including families through letters, home link activities to review learning from the classroom, letter formation charts, and materials designed for individual lessons. In addition, there are online resources that guardians can access and use at home with their children.

Conclusion

Preschool is a unique time in children's lives. Pre-K children are little explorers whose learning follows the path of discovery. They develop rapidly as they ask questions and seek to understand their worlds. This is the time for high quality instruction that exposes them to play-based, developmentally appropriate activities that enhance their learning, expand their awareness of their world and their capabilities within it, ultimately building their confidence for participation.

Between the ages of 3–5, children learn foundational skills that remain with them for the rest of their lives. Those who receive a high quality, well-planned Pre-K education are better prepared academically to meet the demands of formal schooling.

The Get Set for School Pre-K Program is a curriculum that suits a wide range of children and adapts to their changing needs as they grow. It is an intentionally-designed curriculum that builds skills developmentally—through purposeful play, music, activities, and hands-on materials.

Get Set for School acknowledges what all great educators know, and research supports: learning needs to be joyful, child friendly, and active. The program believes in meeting children where they are and providing experiences that will enable them to blossom one step at a time.

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SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs

DATE: May 25, 2023

RE: Approval of the MOU Between SSFUSD and Health Connected/Teen Talk for 8th Grade Middle School Students, July 1, 2023 – June 30, 2024

BACKGROUND:

Health Connected is a nonprofit, whose mission is to help young people feel confident and supported to make informed decisions about their own sexual health. The nonprofit serves students and families through its education program, and offers curricula and training to educators throughout the country using their Teen Talk and Puberty Talk curricula. Services will be provided for 8th grade middle school students, throughout the 2023-24 school year.

FISCAL IMPLICATIONS:

The District will incur the cost of $54,000 pending the final number of class sections. This consists of 21 8th grade sections/classes, nine 7th and 8th grade SPED sections, and two curriculum information sessions included with the instructional services.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the MOU between SSFUSD and Health Connected in the amount of $54,000, to provide classes to 8th grade SSFUSD middle school students which will include materials for the 2023-24 school year.

Services Agreement

South San Francisco Unified School District ("District") wishes to retain Health Connected to provide its sexual health instruction ("Program") at District site(s) on the basis set out below.

District Information

Contact person and title	Jason Brockmeyer, Director of Innovation, Community Outreach and Special Projects
Phone number	650.877.8750
E-mail address	jwbrockmeyer@ssfusd.org
Mailing address	398 B Street South San Francisco, CA 94080

Health Connected Information

Contact person and title	Alex LeeNatali, Executive Director
Phone number	408-916-3685
E-mail address	alexi@health-connected.org
Mailing address	P.O. Box 51984 East Palo Alto, CA 94303

Program Plan

Timeframe for Program Delivery

Timeframe	July 1, 2023 through June 30, 2024

Summary of Services

Grade(s) of students	All 8th grade students (estimated 21 sections) Students in middle school special education classes (estimated 9 classes/sections)
Program session dates	To be scheduled at mutually agreed upon dates
Expected # of teaching hours	8th grade: 8-10 instructional hours per section, depending on school schedule Special education: Up to 10 instructional hours (depending on age and functional level of students)

Expected # of students	8th grade: 350 students (estimated) Special education: TBD
Curriculum	☐ Puberty Talk ☒ Teen Talk Middle School ☐ Teen Talk High School ☐ Teen Talk High School Refresher ☒ Teen Talk Adapted for All Abilities ☐ Teen Talk Youth in Alternative Settings
Delivery platform	☒ In-Person *(subject to public health requirements)* ☐ Distance Learning (online)
Additional Services	☒ Curriculum information session ☐ Open ☒ District-only ☐ Workshop for parents/trusted adults ☐ Workshop for families Additional Notes: *One curriculum information session for curriculum being delivered (Teen Talk Middle School and Teen Talk Adapted for All Abilities) will be provided.*

Fee

Fee	District will pay Health Connected a fee of $54,000* Teen Talk Middle School for 21 8th grade sections ($1,750/ea): $36,750* Teen Talk Adapted for All Abilities for 9, 6-8th grade and 7th/8th grade Special Education classes/sections ($1,750/ea): $15,750* 2 curriculum information sessions ($750/ea): $1500 **Fee will be billed based on actual number of classes/sections that receive instruction.*
Payment timing	District will pay Health Connected the fee as follows: 50% due at the beginning of the contract period or when contract approved (whichever comes later) 25% due halfway through the contract period 25% due upon completion of services *If District cancels the Program, District will pay Health Connected for in-progress and completed work not yet paid for, as provided in Section 6.1 of the Terms and Conditions, and reimburse Health Connected for expenses stated above.*

District Responsibilities (to be handled at the school site)

- Provide a site contact person to coordinate Program delivery
- Distribute parent notification letters at least 14 days before instruction begins

- Receive parent requests to opt out of programming
- In-person instruction:
    - Provide Health Connected educators and staff access to school site(s) for Program sessions
    - Permit Health Connected educators and staff to use School's classroom supplies and equipment for Program purposes
    - Ensure that site personnel (e.g., teacher, counselor, administrator) be in the classroom at all times during Program sessions
    - Inform Health Connected of class schedule(s) and classroom location(s) for Program sessions
    - Ensure appropriate class size; classes or sections may not have more than 30 students without prior approval from Health Connected
- Distance learning instruction:
    - Provide students with access to live webinars and asynchronous activities
- Allow Health Connected to collect the following data about students participating in Program:
    1) Demographics: grade level, age, gender, city, total number of students served
    2) Program evaluation: pre-test and post-test scores, student quotes in connection with Program

    All data will be aggregated and made anonymous. Data will be used only for purposes of program reporting and Health Connected communications.

Health Connected Responsibilities

- Deliver Program on Program session dates
- Develop and provide Materials (defined below) for Program
- Be respectful in all interactions with students and School staff, including respecting cultural, religious, and economic differences, ideas, and values
- Communicate with students only during Program sessions and not initiate or engage in unsupervised contact with students
- Not engage in any inappropriate communication with students, such as verbal abuse, swearing, or racist, sexist, or homophobic language
- Conduct prerequisite background check for Health Connected educators and staff who will be interacting with District students
- Provide report on number of students served and Program outcomes to District

This Services Agreement ("Agreement"), which consists of this form ("Program Plan") and the attached Terms and Conditions, creates a legal contract between District and Health Connected. The Agreement is acknowledged by the following representatives of District and Health Connected:

By: _____	By: _____
Name: _____	Name: Alex LeeNatali
Title: _____	Title: Executive Director
Date: _____	Date:

Background

Health Connected is a nonprofit corporation whose mission is to equip young people with information, skills, and support to make thoughtful choices about their relationships and sexual health throughout their lives. Health Connected serves students, families, and educators through its sexual health education programs in California and throughout the country. Health Connected has developed and provides sexual health education programs, using their proprietary Puberty Talk/Teen Talk curriculum series.

Teen Talk is a middle- and high-school curriculum that addresses reproductive anatomy, pregnancy, contraceptive methods and abstinence, types of sexually transmitted diseases and how to prevent transmission, decision-making, identifying healthy and abusive relationships, talking to parents/trusted adults, and avoiding sexual coercion. Teen Talk educates youth about the importance of sexual health education through classroom-based lessons – both in-person classrooms and virtual classrooms. Teen Talk is designed to comply with California Education Code Sections 51930-51939 for delivery of comprehensive sexual health education and HIV/AIDS prevention education in public schools, and to meet the California Health Content Standards for Growth, Development, and Sexual Health.

Puberty Talk is a curriculum for Grades 5 and 6 that addresses changes during puberty, reproductive anatomy, pregnancy, decision-making, personal boundaries, and communication with parents/trusted adults. Puberty Talk consists of in-school lessons and is designed to comply with California Education Code Sections 51930-51939 (except section 51934, which does not apply to students under grade 7) and meet the California Health Content Standards for Growth, Development, and Sexual Health.

Terms and Conditions

1. Basic Agreement

1.1 Responsibilities
Health Connected and District will each carry out its respective responsibilities as described in the Program Plan.

1.2 Fee
District will pay Health Connected the fee in the amount(s) and on the date(s) as described in the Program Plan.

1.3 Expenses
Except for expenses to be reimbursed as described in the Program Plan, Health Connected and District are responsible for their own expenses in carrying out their activities under this Agreement.

2. Materials

2.1 Materials
During the Program, Health Connected will provide District and its students with curricula, lesson plans, reference documents, worksheets, parent communication templates, brochures, posters, forms, and other materials (collectively, "Materials").

2.2 Ownership of Materials
Health Connected owns and retains all copyrights and all other rights, title, and interest in the Materials and any other proprietary know-how or methodologies used or shared by Health Connected in carrying out the Program. District acknowledges that the Materials are proprietary to Health Connected, and that no Materials will be deemed a work for hire.

2.3 License Grant for Program Use
Health Connected grants District a limited, non-transferable, non-exclusive license to use, copy, and distribute the Materials solely in connection with Program activities. For clarity, District will not (a) independently present the Materials during a lesson, professional development meeting, or workshop, or in any similar teaching or training environment without Health Connected's prior written consent; (b) provide the Materials to any third party other than teachers and students in the Program without Health Connected's prior written consent; or (c) use the Materials for commercial purposes, make any derivative works of, or otherwise modify the Materials except as permitted under the Program Plan.

3. Compliance

3.1 Compliance with Law
Health Connected and District will comply with applicable law, including, but not limited to, laws relating to student data collection, security, use, disclosure, and privacy. Heath Connected will comply with Equal Employment Opportunity laws and not discriminate against any employee or applicant on the basis of race, color, religion, sex, sexual orientation, disability, or national origin.

3.2 Licenses and Permits
Health Connected will obtain and keep in force all licenses, permits, and certificates necessary for Program activities under this Agreement.

4. Data, Communication, and Confidentiality

4.1 Data Collection
Health Connected collects, analyzes, and disseminates data about its work in order to evaluate the effectiveness of its programs. To the extent permitted by law and to a reasonable degree, District will cooperate with Health Connected and any consultants or others engaged by Health Connected in connection with the evaluation of its programs' design, execution, and outcomes. Health Connected may publish the results of such evaluations and may identify District without first obtaining District's written consent.

4.2 External Communication
Health Connected may, subject to Section 4.3 of this Agreement, identify District as a client or "school partner" in internal and external communications, including, but not limited to, on Health Connected's website and in Health Connected's outreach materials. Subject to Section 4.3, Health Connected and District may issue press releases and other public statements relating to the Program, including, but not limited to, reporting Program results or outcomes in accordance with Section 4.1.

4.3 Confidentiality
In working together, Health Connected and District may share sensitive information with one another, including, but not limited to, information about students in the Program. Neither Health Connected nor District will disclose to any third party any Confidential Information (defined below) or proprietary information for any purpose other than as needed to implement the Program, without the prior written consent of the other party. "Confidential Information" means any and all non-public information regarding Health Connected or District, including its students. Confidential Information does not include information generally

available to the public, information already known by the receiving party before entering into this Agreement, or information independently developed.

5. Insurance and Indemnification

5.1 Insurance
Health Connected is responsible for its own insurance and will maintain appropriate coverage for its Program activities under this Agreement.

5.2 Indemnification
Health Connected and District will each defend, indemnify, and hold the other and the other's directors, officers, employees, agents, and assigns harmless against all claims, liabilities, losses, damages, and expenses, including, but not limited to, reasonable attorneys' fees and expenses, resulting from its own performance of activities under or breach of this Agreement. Neither Health Connected nor District will have any obligation to indemnify the other to the extent the liability is caused by the other's gross negligence or willful misconduct.

5.3 Limitation of Liability
Nether Health Connected nor District will be liable to the other for any special, indirect, incidental, consequential, punitive, or exemplary damages arising out of or relating to this Agreement, even if either party has been apprised of the likelihood of such damages.

6. Termination

6.1 Termination on Notice
Either Health Connected or District may terminate this Agreement by providing written notice of that decision to the other. Such a termination will be effective sixty (60) days after delivery of the notice. [If District terminates the Agreement under this Section 6.1, District will pay Health Connected for work then in progress as invoiced by Health Connected, and any previous work completed by Health Connected prior to the termination date for which payment is still outstanding. District will pay such amounts within thirty (30) days of receipt of invoice from Health Connected.]

6.2 Termination for Breach
If either party breaches any of its obligations under this Agreement, the non-breaching party may provide the breaching party with written notice of the breach. If the breaching party fails to cure the breach within fifteen (15) days after receipt of such notice, the non-breaching party may terminate this Agreement upon delivery to the breaching party of a written notice to that effect, with the termination effective upon delivery of such notice. The non-breaching party may in its reasonable discretion determine whether the breach has been cured.

6.3 Return of Property; Survival of Provisions
Following the expiration or termination of this Agreement and upon Health Connected's request, District will promptly return to Health Connected any Materials in its possession, and if applicable, Health Connected and District will each promptly return all Confidential Information to the other party. The provisions of Sections 2.2, 4.1, 4.3, 5.2, 5.3, 6.3, and 7 will remain effective after expiration or termination.

7. General Provisions

7.1 Resolving Disputes
If a dispute arises between Health Connected and District relating to this Agreement, the principal contact persons as set out in the Program Plan, or other representatives of each party as agreed at the time, will meet to discuss the dispute and will make good faith efforts to resolve the dispute through discussion.

7.2 Entire Agreement; Amendment
This Agreement describes Health Connected and District's entire agreement and supersedes all prior or contemporaneous communications between Health Connected and District. This Agreement may be amended only as stated in a writing signed by both Health Connected and District stating that it is an amendment to this Agreement.

7.3 Severability; Waiver
If any provision of this Agreement is held invalid or unenforceable, the other provisions of this Agreement will remain enforceable, and the invalid or unenforceable provision will be considered modified so that it is valid and enforceable to the maximum extent permitted by law. Any waiver under this Agreement must be in writing and signed by the party granting the waiver. Waiver of any breach or provision of this Agreement will not be considered a waiver of any later breach or of the right to enforce any provision of this Agreement.

7.4 Assignment; Subcontracts
Health Connected may not assign its rights or delegate its responsibilities under this Agreement to anyone else without the prior written consent of District, except that Health Connected may (a) assign all of its rights under this Agreement without District's prior written consent in connection with a merger, acquisition, reorganization, sale or transfer of substantially all of its assets, or other operation of law; and (b) enter into subcontracts and independent contractor agreements to carry out its responsibilities under this Agreement without District's prior written consent.

7.5 Independence
Health Connected and District are and will remain independent contracting parties. Health Connected will have sole responsibility for the planning, management, and implementation of its Program responsibilities, and the arrangements contemplated by this Agreement do not create a partnership, joint venture, employment, or similar relationship for any purpose. Neither Health Connected nor District has the power or authority to bind or obligate the other to a third party or commitment in any manner.

7.6 Third-Party Beneficiaries
Except as specifically provided in Section 5.2, this Agreement is for the exclusive benefit of Health Connected and District, and not for the benefit of any third party including, but not limited to, any employee, affiliate, student, or vendor of either party.

* * * * * * *

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs

DATE: May 25, 2023

RE: Approval of the 3-year Agreement with Remind for the 2023-24 Through 2025-26 School Years

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BACKGROUND:

Remind is an app that acts as a communication platform for teachers to send messages to multiple students/families all at once, communicate with an entire class, or sub-groups, in a safe and secure manner. This form of communication has proven to very reliable and user friendly. Educational Services would like to continue these services for the 2023-24 through the 2025-26 school years.

FISCAL IMPLICATIONS:

The fiscal 3-year impact of **$99,360** will be paid using the ESSER Grant Fund.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the 3-year agreement with Remind for the 2023-24 through the 2025-26 school years in the amount of $99,360.00.

Remind

RENEWAL ORDER FORM

P.O. Box 1077
San Ramon, CA 94583
United States

Quote Number: Q-78571
Valid Until: 6/30/2023

Customer Information:

SOLD TO:

Customer Name	South San Francisco Unified
Contact Name	Keith Irish
Address	398 B Street South San Francisco, CA 94080 United States
Email	kirish@ssfusd.org
Phone	(650) 877-8709

BILL TO:

Contact Name	Liz Luaulu
Address	398 B Street South San Francisco, CA 94080 United States
Email	eluaulu@ssfusd.org
Phone	(650) 877-8721

Renewal Order Form Summary:

Renewal Start Date	7/1/2023	Renewed Contract #	00014688
Renewal End Date	6/30/2026	Payment Terms	Net 30
Auto Renew	Yes	Currency	USD

Product	Features	Quantity	Unit Amount*	Line Item Amount
Remind Base Plan	Includes: - Grade Level Messaging	9,000	$0.00	$0.00
Remind Hub: Essentials Plan	Includes: - SIS Sync - Included Enhanced Data Dashboard	9,000	$3.68	$99,360.00
Add-On: Included Enhanced Data Dashboard		5	$0.00	$0.00
			Renewal Term Charge:	**$99,360.00**

*The Unit Amount shown above has been rounded to two decimal places for display purposes. As many as eight decimal places may be present in the actual price. The totals for this order were calculated using the actual price, rather than the Unit Amount displayed above, and are the true and binding totals for this order

Terms and Conditions:

1 **PARTIES**: This Order Form (the "Order Form") is entered into by and between Remind101, Inc. ("**Remind**") and South San Francisco Unified (the "**District**" or "**Customer**") as of the District's date of signature below (the "**Order Form Effective Date**").

2 **AGREEMENT**: This Order Form hereby includes, incorporates and shall be governed by the terms and conditions of the Remind District Plan Standard Agreement located at https://www.remind.com/district-agreement (together with the Order Form, the "**Agreement**"). Unless otherwise stated in this Order Form, all terms defined in the Agreement shall have the same meaning in this Order Form. If there is an inconsistency or conflict between the terms and conditions of this Order Form and the Agreement, the terms of this Order Form shall control with respect to the subject matter of this Order Form.

3 **SERVICES, FEES & PAYMENT**: Unless noted otherwise above, Customer will be invoiced at the start of the service period for the Initial Term Charge, plus any additional applicable taxes.

4 **AUTO-RENEWAL:** This Order Form shall remain in full force and effect from the Order Form Effective Date through the Renewal End Date. This Order Form will thereafter automatically renew for additional -month terms (each, a **'Renewal Term'** and collectively with the Initial Services Term, the 'Order Form Term'), unless: (i) either party gives the other party written notice of its intent not to renew this Order Form at least **60** days' prior to the end of the then-current term, (ii) this Order Form is specifically superseded by a new Order Form; or (iii) Remind and the District agree in writing to subsequent Services Terms that are longer in duration than 12 months. Unless specified otherwise above in the Order Form Summary, for the next Services Term, each Product shall renew at a Price that is **10.0%** above the Unit Price in effect immediately prior to the start of such subsequent Services Term. Additionally, upon renewal, Customer will be invoiced at the start of the renewed Service Term.

Other Notes:

Schools Included:
Alta Loma Middle, Baden High, Buri Buri Elementary, El Camino High, Junipero Serra Elementary, Los Cerritos Elementary, Martin Elementary, Monte Verde Elementary, Parkway Heights Middle, Ponderosa Elementary, Skyline Elementary, South San Francisco High, Spruce Elementary, Sunshine Gardens Elementary, Westborough Middle

Additional Terms:

Remind

RENEWAL ORDER FORM

P.O. Box 1077
San Ramon, CA 94583
United States

Quote Number: Q-78571
Valid Until: 6/30/2023

IN WITNESS WHEREOF, by signature below of duly authorized representatives, the parties have caused this Order Form to be executed as of the Order Form Effective Date.

	Remind101, Inc.	**South San Francisco Unified**
	Signature:	Signature:
	Name:	Name:
	Title:	Title:
	Date:	Date:

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs

DATE: May 25, 2023

RE: Approval of the Agreement with NEWSELA to Provide On-line Services for the 2023-24 School Year.

BACKGROUND:

Newsela is an instructional online content tool/platform that features high-interest articles on current events, from literature to science. It allows teachers to find articles with appropriate reading levels for their students. The articles also feature questions and writing prompts that align with the Common Core Standards.

Newsela will also provide one virtual District-wide Professional Development session for District staff to participate in.

FISCAL IMPLICATIONS:

Total cost for the services provided, including one virtual PD session is **$55,157** which will be paid using ESSER funds.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the agreement with NEWSELA in the amount of $55,157.00 for the 2023-24 school year.

Newsela Inc.
500 5th Ave, FL 28
New York, NY 10110

Customer Agreement

Billing Information:
Billing Frequency: Upfront in full
Payment Terms: Net 30
Billing Schedule: Upon license start date

Customer Agreement No. Q-89504
Newsela Sales Rep: Annabel Fowler
Contact Email: annabel.fowler@newsela.com
Offer Date: April 3, 2023
Expiration Date: June 30, 2023

To:
Liza Melkonian
South San Francisco Unified School District
398 B St
South San Francisco, CA 94080-4423

Qty	Products/Services	List Price
1	Newsela	$55,157.00
	Contract Grand Total	$55,157.00

*See table above or Appendix for Product/Services details and License Dates.

The subscription for the above-identified Newsela Products/Services will commence and end as defined above, or in the License Dates Section of the Appendix in this Customer Agreement. By signing this agreement, the Customer agrees to the pricing per product and quantity breakdowns underlying this quote, which will be provided by Newsela upon request at any time and will also be provided on the invoice unless requested otherwise.

Failure of the Customer to make use of the Products/Services during their respective License Dates specified herein will not extend Newsela's obligation to deliver those Products/Services beyond those dates.

Following the Subscription End Date, unless prohibited by law, this Customer Agreement will renew for the Products/Services licensed hereunder for successive periods equal in length to the greater of the Term or 12 months (a 'Renewal Term'). If this Customer Agreement is so renewed, Customer agrees the prices payable for such Renewal Term shall be the prevailing rates then offered by Newsela for the licensed products stated above.

The Customer agrees to pay the Contract Grand Total set forth above per the Billing Terms noted above upon execution of this Customer Agreement. If a Purchase Order is required, Customer shall submit the PO to Newsela in accordance with the Billing Information set forth hereinabove by emailing it to billing@newsela.com and including "Customer Agreement No. Q-89504" in the subject line, otherwise a purchase order shall not be required for payment. Service will be suspended at Newsela's discretion if payment is not received by Newsela in accordance with the Billing Terms noted above. Failure of the Customer to use the Products/Services will not relieve Customer of its obligation to pay hereunder.

This Customer Agreement is subject to Newsela's Terms of Use, Newsela's Privacy Policy and, where applicable, any Terms and Conditions, Master Services Agreement or other binding RFP or binding bid signed by and between the Parties ("Service Contract").

Terms of Use: https://newsela.com/pages/terms-of-use/
Privacy Policy: https://newsela.com/pages/privacy-policy/

The Service Contract constitutes the entire agreement between the parties with regards to this subject matter, and supersedes all written or oral understandings, proposals, bids, offers, purchase or delivery orders, negotiations, agreements or communications of every kind. Additionally, this Service Contract specifically supersedes the terms and conditions of any Purchase Order delivered to Newsela after this Customer Agreement is executed and any such terms and conditions shall not be applicable or considered a part of the terms and conditions that govern this engagement. The Customer's internal requirements for Purchase Orders does not relieve Customer of its obligation to pay Newsela for all years included herein. This Customer Agreement and the terms contained herein are intended only for the Customer and should be kept confidential.

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice (if applicable). If the contracting entity is exempt from sales tax, please send the required tax exemption documents immediately to salestax@newsela.com.

Purchase Order Information
If you need a Purchase Order, please fill out the following information.

PO Required: No
PO Number:
PO Amount:

Billing Information
Provide the billing service representative to whom the invoice should be addressed.

Bill-To Name: Keith Irish
Bill-To Email: kirish@ssfusd.org
By initialing here, I agree that the billing details stated above are current and accurate. _____

The individual executing this Customer Agreement has the authority to execute this agreement and bind the Customer, and Newsela has the right to rely on that authorization. The individual executing this Customer Agreement also certifies that there is funding in place for years included herein.

Authorized Signature:	Date of Signature:

Appendix

School	Products/Services	License Dates
BURI BURI ELEMENTARY	Newsela ELA	07/01/23 - 06/30/24
BURI BURI ELEMENTARY	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24

Junipero Serra Elementary	Newsela ELA	07/01/23 - 06/30/24
Junipero Serra Elementary	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Monte Verde Elementary	Newsela ELA	07/01/23 - 06/30/24
Monte Verde Elementary	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Martin Elementary	Newsela ELA	07/01/23 - 06/30/24
Martin Elementary	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Alta Loma Middle School	Newsela Social Studies	07/01/23 - 06/30/24
Alta Loma Middle School	Social Emotional Learning Middle School Collection	07/01/23 - 06/30/24
Baden High (Cont.)	Newsela Social Studies	07/01/23 - 06/30/24
Baden High (Cont.)	Social Emotional Learning High School Collection	07/01/23 - 06/30/24
Community Day	Newsela ELA	07/01/23 - 06/30/24
Community Day	Newsela Social Studies	07/01/23 - 06/30/24
Community Day	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Community Day	Social Emotional Learning High School Collection	07/01/23 - 06/30/24
El Camino High School	Newsela Social Studies	07/01/23 - 06/30/24
El Camino High School	Social Emotional Learning High School Collection	07/01/23 - 06/30/24
Los Cerritos Elementary	Newsela ELA	07/01/23 - 06/30/24
Los Cerritos Elementary	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Parkway Heights Middle School	Newsela Social Studies	07/01/23 - 06/30/24
Parkway Heights Middle School	Social Emotional Learning Middle School Collection	07/01/23 - 06/30/24
Ponderosa Elementary School	Newsela ELA	07/01/23 - 06/30/24
Ponderosa Elementary School	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Skyline Elementary	Newsela ELA	07/01/23 - 06/30/24
Skyline Elementary	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
South San Francisco Adult	Newsela ELA	07/01/23 - 06/30/24
South San Francisco Adult	Newsela Social Studies	07/01/23 - 06/30/24
South San Francisco Adult	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
South San Francisco Adult	Social Emotional Learning High School Collection	07/01/23 - 06/30/24
South San Francisco High School	Newsela Social Studies	07/01/23 - 06/30/24
South San Francisco High School	Social Emotional Learning High School Collection	07/01/23 - 06/30/24
South San Francisco Unified School District	Individual Virtual Add-On Session	07/01/23 - 06/30/24
Spruce Elementary	Newsela ELA	07/01/23 - 06/30/24
Spruce Elementary	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Sunshine Gardens Elementary	Newsela ELA	07/01/23 - 06/30/24
Sunshine Gardens Elementary	Social Emotional Learning Elementary Collection	07/01/23 - 06/30/24
Westborough Middle School	Newsela Social Studies	07/01/23 - 06/30/24
Westborough Middle School	Social Emotional Learning Middle School Collection	07/01/23 - 06/30/24

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs

DATE: May 25, 2023

RE: Approval of the BeGLAD Online Training Licenses for the 2023-24 School Year

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BACKGROUND:

The Educational Services Department, along with the EL TOSAs, have partnered with BeGLAD, for several years, to train EL TOSAS as BeGLAD trainers. In SSFUSD there are currently 1,711 English Learners. Since 2017, the department has trained 70 SSFUSD teachers in guided language acquisition strategies for EL instruction. A significant challenge the District have faced in training new cohorts has been substitute coverage.

Educational Services leadership and EL TOSAs are recommending the online version of the training models to certify two cohorts of 40 teachers each. Cohorts will consist of an elementary and secondary group of teachers. The aim will be to provide access to the 6-part training module to the 80 participants over summer break. The EL TOSA team will plan to support the two cohorts of participants throughout the 2023-24 school year on staff development days and all District collaborations.

This approach will support the instructional goals of the education services department and accelerate the EL department's goals of training as many teachers and administrators as possible in BeGLAD strategies and improve EL instruction across all grades and content.

FISCAL IMPLICATIONS:

The total cost for 80 licenses and sessions for teachers and support staff is $80,000. This expenditure will be charged to the Educator Effectiveness Grant.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the BeGlad license agreement for the 2023-24 school year in the amount of $80,000.

BE GLAD, LLC
3141 Stevens Creek Blvd. Suite 353
San Jose, CA 95117 US
(844) 438-4523
Team@BeGLADtraining.com
www.beGLADtraining.com

QUOTE

BILL TO
South San Francisco Unified
School District
398 B Street
South San Francisco, CA
94080
USA

QUOTE # 3696
DATE 05/12/2023
DUE DATE 06/30/2023
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
Be GLAD Core:EC Online License ACE Cohort Project GLAD - Guided Language Acquisition Design Educator Certificate Core Course (PreK, Elementary, Secondary, or Spanish) CMS Reg Code: NA Participant(s): TBD Register at: https://begladtraining.com/training-listing#pick_one Use PO Process Name: Inv3696 Delivered upon acceptance	80	1,000.00	80,000.00
Other:Discount ACE-CAT Cohort -$32,000 Regular Rate $1,400/person	1	0.00	0.00
Be GLAD Core:EC License Project GLAD - Guided Language Acquisition Design Educator Certificate Core Course (PreK, Elementary, Secondary, or Spanish) ACE-CAT	6	1,400.00	8,400.00
Other:Discount Complimentary Educator Certificate Core Course Administrators / ACE-CAT	6	-1,400.00	-8,400.00

A U.S. Department of Education Program of Academic Excellence

BALANCE DUE **$80,000.00**

Terms & Conditions-All registration fees for all products are non-transferable and non-refundable.

TEACHING AT THE CORE ®

License Terms of Usage

*Important: Please carefully read the terms and conditions of this License Agreement for Be GLAD LLC Online Educator Certificate Course, Online Early Childhood PreK Certificate Course, Online Educator Certificate Course in Spanish, and Course Materials. By checking the "Terms & Conditions" box, you, as an individual, or on behalf of the company or institution set forth on the order form of which this Agreement is a part (the "Licensee"), are agreeing to these terms and Be GLAD LLC., itself and on behalf of its subsidiaries (collectively, "Be GLAD"), will permit users authorized hereunder to access and use (1) the Be GLAD LLC Certificate Course purchased, (2) digital materials, and (3) the Video Library, and (4) the Be GLAD LLC course notes requested for download (the "Course Materials") (collectively, the Online Educator Certificate Course, Online Early Childhood PreK Certificate Course, Online Educator Certificate Course in Spanish, and Course Files shall be referred to herein as the "Training") as selected on the order form or provided for download. If you are accepting these terms on behalf of another person or company, you represent and warrant that you have full authority to bind that person or company to these terms.

1. License Grant

In exchange for Licensee's payment of all applicable fees and compliance with all of the terms and conditions of this Agreement, Be GLAD LLC hereby grants Licensee a nonassignable, nontransferable and nonexclusive license to access and use the online training purchased for the license period selected and paid for by Licensee. Further, in exchange for Licensee's agreement to and compliance with the terms and conditions herein, Be GLAD LLC grants Licensee a nonassignable, nontransferable nonexclusive right to use the Course Materials as provided herein and to access the training for a set time period to practice applying the concepts Licensee has learned.

2. Authorized Users

2.1 Licensee will create a profile with a unique password for use in accessing the Training. Licensee acknowledges and agrees that the profile information and password are confidential and that Licensee may not provide the profile information or password to any other individual or entity.

2.2 Third parties may not access the Training under a remote computing services, timesharing, facilities management, outsourcing, or other such third-party access arrangements, even if contracts authorizing such use or access for other licensed products are in effect between Licensee and Be GLAD LLC. Licensee may not distribute the Training to any third party in modified or unmodified form.

2.3 The Training may only be accessed via the BeGLAD.Podia website and Licensee may not save and reuse or otherwise access the Training offline without executing a separate agreement with Be GLAD LLC. Licensee may print screen pages for the individual use of Licensee. Licensee may not duplicate or reproduce the printed screens or distribute the printed screens to any other individual or entity.

2.4 Licensee may download one copy of the Course Materials; however, use of the Course Materials is restricted to only one individual for such individual's personal use. Any other uses of the Course Materials will require explicit permission from Be GLAD LLC. Course Materials may not be distributed to any other individual at the Licensee or provided to a third party in either modified or unmodified form. Licensee may not use the Course Materials to teach or create Licensee's own training, regardless of whether such training is for internal or external use.

2.5 Without limitation, Licensee is prohibited from:

1. transferring any right, title or interest in the license to the Training;
2. copying, extracting, summarizing, distributing or teaching the Course Materials;
3. using the Training to make any reports or data compilations to be sold, loaned or distributed to a third party;
4. distributing the Training to any third party in modified or unmodified form;
5. using the Training for the benefit of a third party in exchange for compensation; or
6. allowing any party other than Licensee to use or otherwise access the Training.

2.6 Licensee agrees to secure and protect the Training in a manner consistent with the maintenance of Be GLAD's rights therein.

3. Books

Certain Be GLAD LLC onsite or public training courses may include an electronic copy of a manual related to the topic of the training course ("eBook"). Notwithstanding anything to the contrary herein, use of the e-Book shall be subject to the additional terms and conditions in this subparagraph. Licensee may download only one (1) copy of the eBook. Licensee may not print the eBook or distribute to any third party in modified or unmodified form.

4. Intellectual Property Rights

The Training is copyrighted. Ownership of the Training, including any intellectual property embodied therein, remains with Be GLAD LLC or its licensor(s) at all times. Licensee agrees to abide by United States and international copyright laws and treaties, and all other applicable laws and regulations including, but not limited to, export control laws and regulations. Be GLAD LLC reserves the right to update and revise the Training at any time in its sole discretion. Copyright and other proprietary rights notices in the Training shall not be deleted or modified.

5. Technical Support

During the term of the license granted hereby, Be GLAD LLC will use reasonable efforts, either by telephone or in writing, to help Licensee solve specific problems using the Training. It may not be possible for Be GLAD LLC to solve all problems or correct all errors in the Training.

6. Export Restrictions

United States of America export laws and regulations apply to the Training and any underlying information or technology ("Controlled Material"). In addition to the prohibitions set forth elsewhere in this Agreement, Licensee may not access, download or otherwise export, re-export, import or distribute the Controlled Material except in full compliance with all laws and regulations of the United States of America and any other applicable laws and regulations. By accepting this Agreement, you agree to the foregoing and represent and warrant that (1) you are not a party to whom the United States of America prohibits access to the Controlled Material and (2) you are not located in, under control of, or a national or resident of any country to which export of the Controlled Material is restricted by the laws of the United States of America or other applicable laws and regulations, and (3) you will not share the Controlled Material with a party identified in this paragraph.

7. Termination

7.1 The Training will be accessible to Licensee for the selected license period immediately upon completion of Licensee's order. This Agreement governs the use of the Training during all license periods. The license granted under this Agreement automatically terminates upon expiration of the selected license period, at which time the password will no longer operate.

7.2 The license for the Course Materials shall continue until such time as Licensee no longer maintains a license for the Be GLAD LLC Training with which the Course Materials relate. Upon expiration of the license to the Be GLAD LLC Training with which the Course Materials relate, the license to the Course Materials shall automatically terminate.

7.3 If Licensee has not accessed the Be GLAD LLC Training in 180 days, Licensee's access will be discontinued and Licensee's work will be deleted.

7.4 Licensee may terminate its license for the Training at any time. Be GLAD LLC may terminate the license for a breach of this Agreement, including, but not limited to, a breach of Be GLAD LLC's intellectual property rights.

8. Limited Warranty

8.1 Be GLAD LLC warrants it has the right to license the Training Courses to Licensee. The exclusive remedy for breach of this warranty is set forth in Section 10.

8.2 While substantial efforts are made to ensure the accuracy of the information and documentation contained in the Course Materials, complete accuracy of data and metadata cannot be guaranteed. All Course Materials are made available "as is" without guarantee. It is accepted that the Course Materials are provided without any offer of technical or other support.

8.3 Be GLAD LLC AND ITS LICENSORS DISCLAIM ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, WITH RESPECT TO THE TRAINING INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY AND/OR FITNESS FOR A PARTICULAR PURPOSE AND THOSE ALLEGED TO ARISE BY LAW, BY REASON OF CUSTOM OR USAGE IN THE TRADE, OR BY COURSE OF DEALING. WITHOUT LIMITING THE GENERALITY OF THE FOREGOING, Be GLAD LLC AND ITS LICENSORS DO NOT WARRANT OR REPRESENT THAT THE TRAINING WILL RESULT IN COMPLIANCE, FULFILLMENT OR CONFORMITY WITH LAWS, RULES, REGULATIONS, REQUIREMENTS OR GUIDELINES OF ANY GOVERNMENTAL AGENCY.

9. Limitations of Liability

9.1 Be GLAD LLC AND ITS LICENSORS ARE NOT LIABLE FOR (A) SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, PUNITIVE, OR RELIANCE DAMAGES (ARISING IN CONTRACT, TORT, OR OTHERWISE), OR (B) ANY CLAIM AGAINST LICENSEE BY A THIRD PARTY, EVEN IF Be GLAD LLC OR ITS LICENSORS HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

9.2 Be GLAD LLC DOES NOT ACCEPT ANY RESPONSIBILITY OR LIABILITY FOR THE OUTCOMES OR THE USE OF THE COURSE MATERIALS. Be GLAD LLC AND ITS LICENSORS DISCLAIM ANY LIABILITY CONNECTED WITH USE OF THE COURSE MATERIALS.

9.3 The maximum amount Licensee may recover for any claim relating to matters covered by this Agreement or use of the Training is limited to the license fees received from Licensee for the Training at issue during the relevant license period.

9.4 Some jurisdictions do not allow limitations of liability so certain of these limitations may not apply; however, they apply to the greatest extent permitted by law.

10. Indemnification

10.1 If a claim of copyright, patent, trade secret, or other intellectual property rights violation is made against Licensee relating to the Training, Licensee agrees to immediately notify Be GLAD LLC, allow Be GLAD LLC to control the litigation or settlement of such claim, and cooperate with Be GLAD LLC in the investigation, defense, and/or settlement thereof. Be GLAD agrees to take control of the litigation and indemnify Licensee by paying any settlement approved by Be GLAD, or any judgment, costs, or attorneys' fees finally awarded against Licensee for such claim. Licensee may participate at Licensee's own expense. In the event applicable law does not permit Be GLAD LLC to control the defense of any such claim, Licensee may engage counsel at its own expense, and Be GLAD LLC shall be permitted to jointly defend Licensee with counsel of its own choosing, provided that if Licensee and Be GLAD LLC do not agree on the defense, Be GLAD LLC may withdraw its defense of Licensee. If Be GLAD LLC withdraws its defense of Licensee, Be GLAD LLC shall have no further obligation to pay any such costs, attorneys' fees or judgment finally awarded against Licensee for the applicable claim except Be GLAD LLC shall reasonably cooperate with Licensee in the investigation, defense and settlement thereof. This indemnification obligation does not apply to (1) the Course Materials; (2) the extent that the claim is based on Licensee's combination of the Training with other materials; or (3) Licensee's modification to the Training.

10.2 If such a claim is made or, in Be GLAD LLC's opinion, is likely to be made, Be GLAD LLC, at its option, may modify the Training, obtain rights for Licensee to continue using

the Training, or terminate the license for the Training at issue and refund the license fee paid by Licensee. Licensee agrees to abide by Be GLAD LLC's decision and, if appropriate, install a different version of the Training or stop using the Training.

11. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California and of the United States of America. The parties expressly exclude the application of the United Nations Convention on Contracts for the International Sale of Goods to this Agreement.

12. Privacy

Licensee authorizes the transmission of his/her personal information to Be GLAD LLC in the United States. Be GLAD LLC offices and processes such information on computers located in the United States that are protected by reasonable physical and technological security safeguards. Be GLAD LLC does not sell or rent such personal information to third parties for marketing purposes without your consent, and it uses the information only as described in Be GLAD LLC's Privacy Statement (see: http://begladtraining.com/privacy-policy). If you object to your personal information being transferred or used in this way, please Do Not Accept and contact Be GLAD LLC directly.

13. General

13.1 This Agreement and any order form or invoices relating to the Training set forth the entire agreement between Licensee and Be GLAD LLC related to the Training and supersede any purchase order, communications, and representations regarding the Training.

13.2 If any provision of this Agreement shall be unenforceable, that provision shall be deemed severable from this Agreement and shall not affect the enforceability of the remaining provisions.

13.3 Any additions or modifications to this Agreement must be approved in writing signed by both parties.

13.4 Nothing in this Agreement affects any statutory rights of consumers that cannot be waived or limited by contract.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: May 25, 2023

RE: Approval of Agreement with EveryDay Labs Attendance Software

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BACKGROUND:

While attendance is fundamental to a student's success in school, the root cause(s) for absenteeism have become more complex, and requiring higher levels of support for students, parents, and our school communities. With significant disparities in educational opportunity exacerbated by the COVID-19 pandemic, it is essential to ensure all students are in class every day to access learning opportunities and social supports. It is also clear that positive attendance can be viewed as a systemic lever to drive improvement across various metrics associated with student success.

As South San Francisco Unified School District (SSFUSD) and districts across the country have been facing high chronic absenteeism rates, we are committed to improving attendance and student success. Per the 2022 CA Dashboard, SSFUSD has a chronic absenteeism rate of 24.7%, while the State of CA has a rate of 30%. As a result of our chronic absenteeism rate, we are now receiving Level 2 Differentiated Assistance from the San Mateo County Office of Education, as part of the state's accountability and continuous improvement system.

With an absenteeism crisis impacting districts nationwide, it is more critical than ever that districts implement evidence-based interventions that are proven to positively impact student outcomes. Furthermore, districts need the ability to quickly leverage real-time attendance data to meaningfully use as an early warning indicator and be proactive with support measures before students fall into ongoing absenteeism situations. South San Francisco Unified School District is ready to partner with EveryDay Labs to meet this imperative.

EveryDay Labs has created a robust platform, EveryDay Intervention, which is the only PreK–12 attendance intervention to receive the Strong Evidence rating from Evidence for Every Student Succeeds Act (ESSA) out of Johns Hopkins University.

The program delivers a 11–15% reduction in chronic absence rates by proactively engaging families with information and resources that help them overcome barriers to student attendance. The result is more access to learning opportunities for the students who benefit most from being in class.

The web-based platform provides real-time analysis of attendance trends and patterns at the district, school, and student level. With easy-to-understand data cuts and visualizations, this tool will allow school teams to identify and target interventions aligned to systemic and individual attendance barriers. Paired with professional learning, our staff will be able to use real-time district data to further develop their teams and intervention strategies.

Over the past three school years, we have partnered with EveryDay Labs at our K-2 grade levels (funded by Big Lift program contributions). While our existing relationship has only included a portion of the full product features, we have seen a significant benefit of the program as follows (data sample is for the 2022-23 school year through April 2023):

- 636 (52%) TK-2 students improved attendance after receiving EveryDay Intervention
- 173 (14%) TK-2 students were no longer chronically absent after enrollment in EveryDay Intervention.

The EveryDay Labs solutions and professional learning tools platform is designed to help increase the efficacy of district and school attendance initiatives. At the core of each is the understanding that more equitable access to information and resources fosters a culture of success for students, families, and educators. Through our partnership, we believe EveryDay Labs can help SSFUSD maximize the power of attendance as a lever for student and school success.

FISCAL IMPLICATIONS:

The first-year annual total (which includes a $5,000 one-time Big Lift Legacy Customer Discount, as a one-time transitional accommodation) is $77,840.70. The ongoing annual cost beyond the first year is estimated to be $82,840.70 and will be paid out of our LCAP.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the purchase of an annual subscription to the EveryDay Labs software platform, including EveryDay Intervention, EveryDay Truancy, and EveryDay Pro features/modules.

EveryDay Labs, Inc.
303 Twin Dolphin Drive, Suite 600
Redwood City, CA 94065

EVERYDAY LABS INC. SERVICES AGREEMENT

This agreement ("Agreement") is entered into on the "Effective Date," which shall be the date on which the Agreement is fully executed by both parties, between EveryDay Labs Inc., ("EveryDay Labs"), and the Customer identified below ("District"). This Agreement includes and incorporates the below Order Form, as well as the accompanying EveryDay Labs Terms and Conditions and Exhibits and Attachments and contains, among other things, warranty disclaimers, liability limitations and use limitations. There will be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof. Each party's acceptance of this Agreement was and is expressly conditional upon the other's acceptance of the terms contained in this Agreement to the exclusion of all other terms.

District Information	
District Name: South San Francisco Unified School District	**Principal Contact: Ryan Sebers**
Address: 398 B Street	Title: Director of Student Services
South San Francisco, CA 94080	Phone: (650) 877-8744
	Email: rsebers@ssfusd.org
Billing Contact: Ryan Sebers	**Data Contact:**
Phone: 650-877-8744	Phone: Ryan Sebers
Email: rsebers@ssfusd.org	Email: rsebers@ssfusd.org

EveryDay Labs Contacts	
Program Manager: Emily Cunningham	**Sales & Contracts: Emily Bailard**
Phone: 240-751-8392	Phone: 650-641-9485
Email: emilyc@everydaylabs.com	Email: contracts@everydaylabs.com
Billing Contact: Victor Aguayo	
Email: ar@everydaylabs.com	

ORDER FORM

Scope of Work:
As described below, EveryDay Labs and District will work together to implement a personalized intervention and engagement solution for up to 6,055 designed to support student success by preventing student absenteeism, engaging students' families, and connecting families to district supports.

The scope will include:

- Personalized attendance nudge interventions delivered via mail ("Mail Nudges") and text ("Text Nudges") sent during impact windows aligned to the academic calendar.
- 24/7 Family Support Bot to help families with barrier-specific needs by directing them to the right resource or connecting them directly to our Family Support Team for more complex issues
- Access to the Family Support Team, which provides families with one-on-one support by phone during business hours to help connect them to resources that address their student's attendance barriers

EveryDay Labs will send up to 5,099 Mail Nudges* in English and Spanish and unlimited Text Nudges** for up to 6,055 students in English and Spanish based on a delivery calendar and student eligibility criteria mutually agreed upon by EveryDay Labs and District.
**Estimated # of Nudges; exact number will depend on actual data and student attendance. Additional Mail Nudges can be purchased at the District's option for $1/each.*
***Text Nudges are sent to one phone number per student*

EveryDay Intervention also includes:

- Program Manager to support the program's implementation, provide periodic updates, answer questions, and lead information webinar trainings for school and district staff
- Program monitoring including information about students receiving Mail Nudges and Text Nudges and parent/guardian calls to the Family Support Team, and students who may have out of date addresses
- End of year program impact analysis

EveryDay Labs will use data from the District to deliver EveryDay Intervention, analyzing the data to determine which students receive each type of personalized intervention, determining appropriate content for each student based on their grade, attendance record, language, school, and other factors. EveryDay Labs will generate, print, and deliver/mail the Mail Nudges and Text Nudges.***

EveryDay Labs will apply criteria to personalize the content for each student and to identify the students most likely to benefit from receiving each communication, considering attendance patterns and other factors. Specific students may be excluded by the District through the process described in the EveryDay Labs Data Specification and Transfer Standards. EveryDay Labs will also exclude students whose parents or guardians have elected to opt-out of receiving program communications (Mail or Text Nudges), as well as those who don't meet other eligibility criteria (e.g. undeliverable address or phone number).

EveryDay Pro:
EveryDay Labs will provide the web-based attendance analysis and collaboration platform EveryDay Pro, which empowers attendance teams to analyze data, coordinate intervention, and track student progress for up to 6,055 students. EveryDay Pro includes one virtual 90 minute implementation training for up to 35 administrators.

The program leverages best practices from research conducted by EveryDay Labs and others in the field, and EveryDay Labs's goal is to provide services that improve over time. As a result, EveryDay Labs may from time to time suggest new approaches and make changes to the Program likely to further program objectives.

<table>
<tr><td colspan="2">Truancy Support:
EveryDay Labs will provide a web-based interface, within EveryDay Pro, where the district can:
● Review students eligible to receive notices of truancy
● Select students to send notices to
● View reporting on how many students have received each notice, how many were eligible, and how many notices still need to be sent
EveryDay Labs will print and mail truancy notices for selected students no less than once per week, up to a total of 3,936 notices.

***Data Consultant can be provided to assist the District with SIS automation for $5,000 for up to 50 hours of consulting.</td></tr>
<tr><td colspan="2">Fees: $77,840.70</td></tr>
<tr><td>Payment Schedule:
Upon contract signature: $77,840.70</td><td>Term: The term of this Agreement commences on the Effective Date and expires 12 months from the effective date, subject to early termination as provided herein (the “Term”).</td></tr>
</table>

EveryDay Labs Terms and Conditions

PLEASE READ THESE TERMS AND CONDITIONS ("TERMS") CAREFULLY BEFORE USING THE SERVICES OFFERED BY EVERYDAY LABS INC. ("EveryDay Labs"). BY MUTUALLY EXECUTING ONE OR MORE ORDER FORMS WITH EVERYDAY LABS WHICH REFERENCE THESE TERMS (EACH, AN "ORDER FORM"), YOU ("DISTRICT") AGREE TO BE BOUND BY THESE TERMS (TOGETHER WITH ALL ORDER FORMS, THE "AGREEMENT") TO THE EXCLUSION OF ALL OTHER TERMS. IF THE TERMS OF THIS AGREEMENT ARE CONSIDERED AN OFFER, ACCEPTANCE IS EXPRESSLY LIMITED TO SUCH TERMS.

1. **SERVICES.** Upon mutual execution, each Order Form shall be incorporated into and form a part of the Agreement. Subject to the terms and conditions of this Agreement (including any limitation and restrictions set forth on the applicable Order Form), EveryDay Labs will provide District with the services specified in each Order Form (collectively, the "Services") during the applicable Order Form Term (as defined below). The Services are subject to modification from time to time (at EveryDay Labs's sole discretion, for any purpose deemed appropriate by EveryDay Labs). EveryDay Labs will use reasonable efforts to give District prior written notice of any such modification. District will cooperate with EveryDay Labs in connection with the performance of this Agreement by making available such personnel and information as may be reasonably required, and taking such other actions as EveryDay Labs may reasonably request.

2. **LIMITED RIGHTS TO USE STUDENT RECORDS.** District will provide the Student Records (as defined below) to EveryDay Labs solely for EveryDay Labs to provide the Services and otherwise exercise and fulfill its rights and obligations hereunder, and hereby grants to EveryDay Labs the non-exclusive, royalty-free, worldwide, transferable license and right to (i) internally use, copy, modify, create derivative works of, and disclose the Student Records to EveryDay Labs Persons (as defined below) and/or other persons authorized in writing by District solely to provide the Service for the benefit of District, and (ii) freely use, copy, modify, create derivative works of, disclose and otherwise exploit De-Identified Data (as defined below) for any business purposes during and after the Term (including without limitation, for purposes of improving, testing and operating products and services).

   EveryDay Labs warrants that it will comply with the requirements of FERPA with respect to the use and disclosure of student records.

   "Student Records" means the confidential and proprietary student-related information which District discloses to EveryDay Labs, including as set forth in Attachment A (Data Transfer Standards), and excludes De-Identified Data. "De-Identified Data" means data submitted to, collected by, or generated by EveryDay Labs in connection with District's use (and EveryDay Labs's provision) of the Services but only in anonymized form which does not (and cannot be used to) specifically identify District, any of District's students or any other individual. District shall retain ownership of any rights it may have to the Student Records. "EveryDay Labs Person" is (i) a director, employee, contractor, agent or affiliate of EveryDay Labs, (ii) who needs to access the Student Records in connection with EveryDay Labs's provision of the Service, and (iii) is subject to confidentiality obligations that are no less protective of the Student Records than the terms of Section 7 of this Agreement. EveryDay Labs reserves the right to utilize independent contractors (e.g., third-party mailing vendors, third-party data integration vendors) to provide the Service. Prior to providing Student Records to such contractors, EveryDay Labs will enter into a separate agreement restricting the use and disclosure of Student Records in accordance with this Agreement.

Except for the rights expressly granted herein, this Agreement does not give EveryDay Labs any rights, implied or otherwise, to the Student Records. **At no time will EveryDay Labs share any Student Records with any non-EveryDay Labs Person without the written permission of District.** EveryDay Labs shall notify District should EveryDay Labs become aware of any unauthorized access to Student Records. Such notification shall reasonably include a description of the corrective actions that will be undertaken by EveryDay Labs. Upon contract termination, Student Records will be destroyed in accordance with Section 9.

3. **DISTRICT RESPONSIBILITIES.** District shall only provide the Student Records to EveryDay Labs in accordance with the Data Transfer Standards set forth in Attachment A. District will not, and will not permit any third party to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover or obtain the source code, object code or underlying structure, ideas or algorithms of the Services or any software, documentation or data related to the Services ("Software") (provided that reverse engineering is prohibited only to the extent such prohibition is not contrary to applicable law); (ii) modify, translate, or create derivative works based on the Services or Software; (iii) use the Software or Services in any infringing, defamatory, harmful, fraudulent, illegal, deceptive, threatening, harassing, or obscene way; or (iv) use the Services or Software other than in accordance with this Agreement and in compliance with all applicable laws, regulations and rights (including but not limited to those related to, intellectual property, consumer and child protection). District further represents and warrants that neither the Student Records nor the use thereof by EveryDay Labs in accordance with this Agreement will infringe, misappropriate or violate any rights of or agreements with a third party or any laws or regulations. If EveryDay Labs receives any notice or claim that any data provided to EveryDay Labs, or activities hereunder with respect to any such data, may infringe or violate rights of or agreements with a third party or any laws or regulations (a "Claim"), EveryDay Labs may, but is not required to, suspend or terminate the Service. Without limiting the foregoing, District will indemnify EveryDay Labs from all liability, damages, settlements, attorney fees and other costs and expenses in connection with any such Claim or any breach of District's obligations in this Section 3, as incurred.

4. **FEES; PAYMENT.** District shall pay EveryDay Labs fees for the Service as set forth in each Order Form ("Fees"). Additionally, in the event that the United States Postal Service increases the First Class Mail postage rate, EveryDay Labs reserves the right to increase Mail Nudges Fees accordingly, by an amount no greater than the increase in EveryDay Labs's costs associated with the increased postage rate. Unless otherwise specified in an Order Form, all invoices issued under this Agreement are payable in U.S. dollars within thirty (30) days from date of invoice. Past due invoices are subject to interest on any outstanding balance of the lesser of 1.5% per month or the maximum amount permitted by law. District shall be responsible for all taxes associated with Service (excluding taxes based on EveryDay Labs's net income). All Fees paid are non-refundable and are not subject to set-off.

5. **WARRANTIES.** Each party represents and warrants that it (i) has the authority to enter into this agreement (ii) will comply with applicable law, including without limitation the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) (FERPA) and other data privacy laws. The parties shall reasonably cooperate with each other to facilitate compliance with these laws, regulations and standards.

6. **OWNERSHIP.** District shall retain ownership of any rights it may have to the Student Records. As between the parties, EveryDay Labs alone will retain all intellectual property rights relating to the Service,

including without limitation (i) any processes designed, used or implemented or works authored by EveryDay Labs, and (ii) the Nudges other than information specific to the District. District grants to EveryDay Labs a non-exclusive, royalty-free right and license to (directly or through EveryDay Labs Persons) use and otherwise exploit the District's names, marks, logos and other identifiers ("Logos") during the Term in accordance with District's reasonable trademark usage guidelines for EveryDay Labs to perform the Services hereunder, including without limitation using the Logos with Mail Nudges. District may use the EveryDay Labs's Logos, in accordance with EveryDay Labs's relevant usage guidelines to identify and publicize the Services at conferences and education events; and (iii) EveryDay Labs may identify District as its customer and use District's Logos for marketing and sales purposes, provided that such identification shall not state or imply an endorsement by District. Except as expressly permitted by this Section 6, each Party shall have a written right of approval over the use of its Logos by the other party, which will not to be unreasonably withheld.

7. **CONFIDENTIALITY.** EveryDay Labs will (i) use commercially reasonable efforts to protect the security of Student Records at all stages of providing the Service, (ii) use commercially reasonable efforts to limit access to Student Records to authorized recipients as provided in Section 2, and (iii) not at any time during or after the term of this Agreement disclose Student Records to any other person (other than EveryDay Labs Persons) without District's prior written consent (except that notwithstanding anything else the foregoing may be disclosed as required by law, regulation, or valid legal process, in which case EveryDay Labs shall, unless otherwise prohibited by law, notify District prior to such disclosure). Notwithstanding the foregoing, the confidentiality obligations of this Section 7 do not apply to any information that (a) was lawfully in the possession of EveryDay Labs before receipt from District; (b) is or becomes publicly available through no fault of EveryDay Labs; (c) is received by EveryDay Labs, without use or disclosure restriction, from a third party having an apparent bona fide right to disclose the information to EveryDay Labs; or (d) is independently developed by EveryDay Labs without use of the Student Records. District may be identified as the source of the Student Records.

   While the terms of this Agreement are EveryDay Labs's confidential information, each party may disclose the relationship and the existence of this Agreement.

   EveryDay Labs shall, to the extent of its liabilities under the laws of the State of California, defend the District (including but not limited to, its directors, trustees, officers, and employees) ("District Indemnitees") from any and all claims, actions or suits by unaffiliated third parties, and shall indemnify and hold the District Indemnitees harmless up to $1,000,000 from and against all losses, damages, costs, expenses paid or payable to such third party(ies) (including attorney fees), where such claims, actions or suits arise solely and directly from EveryDay Labs's or an EveryDay Labs Person's breach of the Student Record confidentiality requirements contained herein, provided EveryDay Labs is promptly notified of any and all threats, claims and proceedings related thereto and given reasonable assistance and the opportunity to assume control over the defense and all negotiations for a settlement or compromise; EveryDay Labs will not be responsible for any settlement it does not approve in writing. The foregoing is District's sole remedy with respect to any breach of EveryDay Labs's obligations herein relating to Student Records.

8. **WARRANTY DISCLAIMER.** OTHER THAN THE EXPRESS WARRANTIES SET FORTH IN SECTION 5, THE SERVICES, SOFTWARE, AND EVERYDAY LABS' PROPRIETARY INFORMATION AND ANYTHING PROVIDED BY OR ON BEHALF OF EVERYDAY LABS IN CONNECTION WITH THIS AGREEMENT ARE PROVIDED "AS-IS," WITHOUT ANY WARRANTIES OF ANY KIND, AND EVERYDAY LABS (AND ITS AGENTS, AFFILIATES, LICENSORS AND SUPPLIERS) HEREBY DISCLAIM ALL WARRANTIES, EXPRESS OR IMPLIED,

INCLUDING, WITHOUT LIMITATION, ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT.

9. **TERMINATION.** Subject to earlier termination as provided below, this Agreement is for the Term as specified in the Order Form. In the event of any material breach of this Agreement, the non-breaching party may terminate this Agreement prior to the end of the Term by giving thirty (30) days prior written notice to the breaching party; provided, however, that this Agreement will not terminate if the breaching party has cured the breach prior to the expiration of such thirty-day period. Either party may terminate this Agreement, without notice, (i) upon the institution by or against the other party of insolvency, receivership or bankruptcy proceedings (provided that if such proceedings are involuntary, they are not dismissed within 120 days), (ii) upon the other party's making an assignment for the benefit of creditors, or (iii) upon the other party's dissolution or ceasing to do business without a successor.

   All sections of this Agreement which by their nature should survive termination will survive termination, including, without limitation, restrictions, accrued rights to payment, confidentiality obligations, indemnification obligations, intellectual property rights, warranty disclaimers, and limitations of liability. Within sixty (60) days of termination or expiration of this Agreement, EveryDay Labs will destroy all District Student Records in its possession.

10. **LIMITATION OF LIABILITY**. EXCEPT FOR EITHER PARTY'S INDEMNIFICATION OBLIGATIONS, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER (I) FOR ANY INDIRECT, PUNITIVE, CONSEQUENTIAL, OR SPECIAL DAMAGES, INCLUDING LOST REVENUES OR PROFITS, ARISING FROM BREACH OF THE TERMS IN THIS AGREEMENT, NEGLIGENCE, STRICT LIABILITY OR OTHER TORT, OR ANY OTHER CAUSE, OR (II) AMOUNTS, IN THE AGGREGATE, IN EXCESS OF THE FEES PAID OR PAYABLE TO EVERYDAY LABS HEREUNDER IN THE TWELVE MONTH PERIOD ENDING ON THE DATE THAT A CLAIM OR DEMAND IS FIRST ASSERTED.

11. **INSURANCE**. EveryDay Labs shall procure and maintain the types and minimum limits of insurance as required by District, covering the performance of the Service. EveryDay Labs shall procure all insurance solely from insurers authorized to do business on an admitted basis in the State of California, or otherwise acceptable to District and their Office of Risk Management, or the equivalent office thereof.

12. **PIGGYBACK/RIDER**. EveryDay Labs agrees to allow district and other public agencies and school districts in the U.S. to purchase additional services, at the same terms and conditions that apply to this contract. Districts and agencies may order additional services in quantities and amounts. Any liability created by Purchase Orders/Order Forms issued against this agreement shall be the sole responsibility of the district or agency placing the order.

13. **MISCELLANEOUS.** This Agreement will be governed by, and construed in accordance with, the substantive laws of the State of California, without giving effect to any choice or conflict of law provision. Any action, suit or other proceeding arising under or relating to this Agreement (a "Suit") shall be brought in a court of competent jurisdiction in the State of California, and the parties hereby consent to the sole jurisdiction of the state and federal courts sitting in the State of California. The Parties are independent contractors and neither party shall be deemed to be an agent or employee of the other party. Neither party shall have authority to make any statements, representations or commitments of any kind on behalf of the other party, or to take any action which shall be binding on the other party. Neither party may assign this Agreement without the written consent of the other party; provided that either party may assign all of its

rights and obligations under this Agreement to a successor-in-interest in connection with a sale or transfer of substantially all of such party's assets or business to which this Agreement relates. No modification or waiver of any provision of this Agreement or any Attachment shall be valid unless in writing and executed by duly-authorized representatives of both Parties. A failure by one of the Parties to this Agreement to assert its rights hereunder shall not be deemed a waiver of such rights. No such failure or waiver in writing by any one of the Parties hereto with respect to any rights shall extend to or affect any subsequent breach or impair any right consequent thereon. If any provision of this Agreement is or becomes invalid or is ruled invalid by any court of competent jurisdiction or is deemed unenforceable, it is the intention of the parties that the remainder of this Agreement shall not be affected. This Agreement may be executed in two or more counterparts, and by facsimile or electronic transmission, each of which will be deemed to be an original, but all of which together shall constitute one and the same instrument. This Agreement and its Exhibits and Attachments embody the entire understanding between District and EveryDay Labs, and any prior or contemporaneous representations, either oral or written, are hereby superseded. All notices required by or relating to this Agreement shall be in writing and shall be sent by means of certified mail, postage prepaid, to the Parties to the Agreement and addressed, if to District, to the address set forth on the Order Form, and if to EveryDay Labs, as follows:

EveryDay Labs Inc.
303 Twin Dolphin Drive, Suite 600
Redwood City, CA 94065
Attn: Contracts
Email: contracts@everydaylabs.com

or addressed to such other address as that party may have given by written notice in accordance with this provision. All notices required by or relating to this Agreement may also be communicated by email, provided that the sender receives and retains confirmation of successful transmittal to the recipient. Such notices shall be effective on the date indicated in such confirmation. In the event that either party delivers any notice hereunder by means of email transmission in accordance with the preceding sentence, such party will promptly thereafter send a duplicate of such notice in writing by means of certified mail, postage prepaid, to the receiving party, addressed as set forth above or to such other address as the receiving party may have previously substituted by written notice to the sender.

IN WITNESS WHEREOF, District and EveryDay Labs have executed this Agreement as of the Effective Date.

DISTRICT

Signature: _____

By: _____

Date: _____

EVERYDAY LABS INC.

Signature: _____

Name: _____

Title: _____

Date: _____

ATTACHMENT A
DATA TRANSFER STANDARDS

District will provide EveryDay Labs with access to data as specified in the "**EveryDay Labs Data Specification and Transfer Standards**" which contains comprehensive information on data fields and the transfer process. Data will be transferred to EveryDay Labs daily. A summary of key steps are as follows:

- **Data Fields:** District will provide EveryDay Labs with the following data files for all students who are currently enrolled in the district, as well as historical data. A complete list of the fields and transfer protocol can be found in the "EveryDay Labs Data Specifications and Transfer Standards".
    - **Roster File:** One row per student. Sample fields: student ID, first name, last name, enrollment date, un-enrollment date, school, grade, mailing address(es), contact information including phone and email*, demographic information, home language, exclusion flag
    - **Daily Attendance File:** One row per attendance event. Sample fields: student ID, attendance date, attendance code
    - **Exclusion List (Optional):** Used if student-level exclusions cannot be provided in the Roster File. One row per student. Sample fields: student ID, student name
    - **Parent/Guardian Contacts:** One row per contact. Sample fields: guardian name, phone number
    - **School Site Information:** One row per school. Sample fields: school name, school id, school phone number
    - **Period Attendance File (Optional):** One row per attendance event. Sample fields: student ID, attendance date, attendance code
- **Executing the Data Transfers:** EveryDay Labs will host a secure, FERPA-compliant data transfer protocol through which the District will transfer all required data files on a daily basis. Additional details can be found in "EveryDay Labs Data Specification and Transfer Standards."

Please note that these data specifications and transfer standards are subject to change.

*As part of the program of intervention, EveryDay Labs may send a text message (Text Nudge) to any guardians whose phone number has been provided. The first message will provide the recipient with the opportunity to opt-out of receiving further messages. If the district is not authorized to send text messages to specific guardians, follow the instructions in the EveryDay Labs Data Specification and Transfer Standards to exclude them from text outreach. Note: digital communication will only be sent to parents and guardians; no digital communication is sent directly to students.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: May 25, 2023

RE: Approval of Multi-Tier System of Support (MTSS) Coordinator Position and Job Description

---

BACKGROUND:

California's vast and complex PreK-12 educational system requires a multi-faceted approach that is scalable and sustainable. The national transition from the No Child Left Behind legislation to the Every Student Succeeds Act (ESSA) provides the context for weaving together multiple resources and supports to enhance student learning into a comprehensive Multi-Tiered System of Support (MTSS) framework to improve student outcomes based on the California Way. This unification effort addresses barriers to learning and engages students by creating a culture of collaboration among marginalized and fragmented support systems. The road to every child succeeding involves a statewide transformation that: 1) enhances equitable access to opportunity 2) develops the whole child 3) closes the achievement gap for all students. That is why many school districts are developing full-time MTSS positions to support all students in providing them what they need, when they need it to fulfill their potential.

Currently, SSFUSD does not have a person to develop and implement a District-wide process that ensures each and every student gets the support they need across academics, behavior, and social-emotional learning. SSFUSD is recommending the creation of a MTSS Coordinator. The MTSS coordinator will be responsible for planning, organizing, and developing District-wide multi-tiered systems of support, including the development of the following domains: Family & Student Engagement, Social-Emotional Learning & Relationships, Mental & Physical Health, Attendance & Intervention Monitoring, Positive Behavioral Supports & Restorative Justice, Academic Supports, and Basic Needs. This position will be under the direction of the Assistant Superintendent of Human Resources.

FISCAL IMPLICATIONS:

The funding for this position will be paid out of our Educator Effectiveness Grant for the next three years.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approves the MTSS Coordinator position and job description to develop and implement a District-wide process that ensures each and every student gets the support they need across academics, behavior, and social-emotional learning.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Job Title: Multi-Tiered Systems of Support (MTSS) Coordinator

Employment Term: Annual Certificated Contract (1.0FTE) (222 days)

Department: Human Resources Services

SUMMARY

Under the direction of the Assistant Superintendent Human Resources or designee, the Multi-Tiered System of Supports (MTSS) Coordinator will be responsible for planning, organizing, and developing a districtwide multi-tiered systems of support, including the development of the following domains: Family & Student Engagement, Social-Emotional Learning & Relationships, Mental & Physical Health, Attendance & Intervention Monitoring, Positive Behavioral Supports & Restorative Justice, Academic Supports, and Basic Needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Plans, organizes, and develops districtwide multi-tiered systems of support.
- Work collaboratively across departments to create a districtwide strategic plan for under all domains
- Provide ongoing MTSS implementation guidance and support to site MTSS teams;
- Coordinating ongoing check-ins between departments to ensure system alignment.
- Facilitates professional development with intervention providers, teachers, staff, and Administrators.
- Expands access to research-based tiered interventions.
- Coaches and supports MTSS teams in their design and implementation of systemic data-based shifts directly related to student needs.
- Develops alternative pathways for learning.
- Identifies and implements effective data management system for MTSS.
- Develop and/or revise intervention monitoring tools, procedures, and processes for intervention referrals.
- Works collaboratively with multiple leadership teams in the District to support unique needs for implementation.
- Supports and expands the abilities of the general education articulation process (incoming 9th graders) for students with intervention needs.
- Develops protocols for intervention referral processes.
- Identifies ongoing system and policy barriers to MTSS and makes recommendations for systems and policy alignment.
- Keeps up to date on laws and regulations regarding Section 504 and supports intervention teams with training, process, and alignment with legal guidelines for practice.
- Facilitates professional development for Section 504.
- Consults and collaborates with teachers, parents, and administrators to find effective solutions to learning and behavior needs, and expands educational interventions to mitigate special education over identification and disproportionality.
- Participates in planning, implementing, and integrating services for tiered intervention needs.
- Offers expertise to staff regarding federal special education law and requirements, state mandates, Section 504, Student Study Teams, Crisis Intervention Plans, and matters related to achieving the objectives of the state standards and school curriculum.
- Serves as learning and mental health expert on Student Study Team and Section 504 teams as needed.
- Builds and strengthens working relationships between teachers, parents, partners, and service providers in the community.
- Incorporates research-based involvement in the implementation of federal and state educational guidelines.
- Maintains standards and practices through participation in professional development conferences and seminars.
- Assists with general education legal mediation, mediated settlement agreements, and notification of agreement details to Cabinet and the Board.
- Collaborates with legal counsel as required.
- Coordinates and monitors MTSS-related grant and partnership requirements.
- Assists with the transition of students from middle school into appropriate educational placements through consultation and attendance at intervention planning meetings.
- Participates in pre-expulsion procedures for special education and Section 504 students, and provides expertise in consultation regarding Psychoeducational assessments.
- Collaborates and supports the Special Education department to implement administrative functions and LEA decisions related to MTSS.
- Collaborates and consults with district Coordinators and Specialists to implement MTSS, as needed.
- Supports site with legal guidelines for standardized testing accommodations.

- Provides leadership in matters of ethics and confidentiality at the school site.
- In coordination and collaboration with Special Education, provides leadership to the site special education teams on matters related to program changes and professional development needs.

KNOWLEDGE OF:
- Ethical guidelines applicable to the position.
- Federal, state, and local laws, rules, and regulations pertinent to the position.
- Principles of professional development and training.
- Best practices for supervising and evaluating both classified and certificated staff members.
- Effective communication practices and skills including utilizing technology effectively.
- Mental health systems, structures, programs, services, and resources in schools.
- Curriculum design, planning, development, implementation, and evaluation.

ABILITY TO:
- Perform decision analysis that requires the application and interpretation of data, facts, procedures, and policies.
- Work with online systems and technology.
- Implement research, collect and analyze data, and report preparation.
- Suggest appropriate and effective interventions for pupils from a diverse population.
- Work independently.
- Make decisions in the best interest of students.
- Organize tasks, set priorities and meet deadlines, manage multiple tasks.
- Communicate effectively in writing and verbally.
- Facilitate conversations about work as it relates to district goals.
- To drive a personal vehicle for traveling to various locations within or outside the District.
- Work at a desk and in meetings of various configurations.
- Read a variety of materials and computer screens, and prepare/process documents.
- Operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.
- Communicate so others will be able to clearly understand a normal conversation.
- Understand speech at normal levels.
- Bend, twist, stoop, and reach.
- Push, pull, and transport instructional and presentation materials.
- Drive a personal vehicle to conduct business.
- Hear and speak to exchange information and make presentations.
- Sitting or standing for extended periods of time.

MINIMUM QUALIFICATIONS
- Master Degree in Education, School Psychology, or related field.
- 5 years teaching experience or related experience in the field of education.
- Advanced training in MTSS or equivalent experience.
- Experience implementing PBIS and SEL into lesson design.
- Personality and demeanor which establishes a desirable example for pupils and staff.
- Ability to communicate effectively, both orally and in writing, with staff, students, parents, and representatives of other agencies.
- Current knowledge of educational, behavioral, social-emotional, and health practices, including the application of modern technology.

LICENSES and CERTIFICATIONS:
- Valid California teaching and administrative credential.
- Must possess or have the ability to obtain a valid California Driver's License.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Memorandum

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: May 25, 2023

RE: Approval of Increased Work Year for Program Specialists

BACKGROUND:

Program Specialists are certificated management and an integral part of the Special Education Department. Director Yacoub conducts an annual summer retreat for her Special Educational leadership team to accomplish this work and needs to ensure all Program Specialists are present. Over the last few years, Program Specialists were time carded for additional work needed to complete end of year tasks and getting ready for the upcoming school year. This includes planning for professional development during the year ahead for School Psychologists, BCBA's etc. The increase in six (6) days for Program Specialists will provide more supervision time over other Special Education staff they directly supervise as well. The additional six (6) days will be paid proportional to their current daily rate.

FISCAL IMPLICATIONS:

There is an additional cost of $15,000 per year for the additional days of work.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approves the increased work year for Program Specialists from 194 days to 200 days.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Jay Spaulding, Ed. D., Assistant Superintendent, Human Resources and Student Services

DATE: May 25, 2023

RE: Approval of Variable Term Waiver for the 2022-23 School Year – Richard Concepcion

---

BACKGROUND:

The Variable Term Waiver (VTW) is a document issued for employers who meet the waiver criteria when a fully credentialed teacher is not available for the assignment. The VTW will provide the applicant with additional time to complete the requirements for the credential that authorizes the service or to provide employing agencies time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the available assignment options.

Richard Concepcion is an employee at Alta Loma Middle School. Mr. Concepcion requires a Variable Term Waiver under Education Code Section 442521(b), Basic Skills Requirement (BSR) and Education Code Section 44253.3, EL Authorization for Credential. Mr. Concepcion will have this authorization upon passage of the BSR and EL Authorization in the Fall of 2023.

FISCAL IMPLICATIONS:

It is the employee's responsibility to cover the expense of applying for the VTW. There are no fiscal implications for the District.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the Variable Term Waiver for Richard Concepcion, a certificated employee at Alta Loma Middle School retroactive to March 15, 2023.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Adoption of Resolution #23-42 for Budgetary Increases and Transfers

---

BACKGROUND:

Per Education Code Sections 42601 and 85201, the San Mateo County Office of Education Superintendent of Schools needs a Board authorized resolution to make any necessary transfers or budget adjustments to permit payment of obligations of the District at year-end.

FISCAL IMPLICATIONS:

N/A

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees adopt Resolution #23-42 authorizing the San Mateo County Office of Education Superintendent of Schools to make any necessary transfers or budget adjustments to permit payment of obligations of the District at year-end.

RESOLUTION #23-42

RESOLUTION FOR BUDGETARY INCREASES AND TRANSFERS AT YEAR END

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT FISCAL YEAR 2022-23

WHEREAS, Education Code Section 42600 limits school district expenditures in each major expenditure classification to the total budgeted amount, as approved by the Board of Trustees of the school district,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Education Code Sections 42601 and 85201, does hereby authorize the San Mateo County Superintendent of Schools to make transfers between the unappropriated fund balance and expenditure classifications, and to transfer budgeted amounts between expenditure classifications, as necessary to permit payment of obligations of the district for the current year, and

BE IT FURTHER RESOLVED that two copies of this resolution be forwarded to the San Mateo County Superintendent of Schools for approval.

REGULARLY passed and adopted this 25TH day of May, 2023.

AYES: _____

_____

_____

_____

_____

_____

NOES: _____

_____

ABSTENTIONS: _____

_____

ABSENCES: _____

_____

_____
District Superintendent

_____
County Superintendent of Schools

_____
Date Approved/Filed

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

DATE: May 25, 2023

RE: Approval of Professional Services Agreement with K12 School Facilities, William Savidge, for Facilities Consulting Services for 2023-24

BACKGROUND:

SSFUSD has not filled a vacant full-time Construction Project Manager for some time. For the past few years, K12 School Facilities consultant, William Savidge, has been hired part-time by the District to assist with various facilities projects, including HVAC, toilet pod repairs, Hillside improvement project, and the facilities master plan. He also assists with our legal counsel on matters relating to our on-going litigation with USS Cal Builders

It is appropriate at this time to renew the K12 School Facilities contract for 2023-24 to ensure all of the on-going projects are coordinated and completed on time. In the attached proposal, the facilities consulting services that Mr. Savidge will be providing are listed. These services include: assistance with resolving the ongoing construction legal matters; coordinating fund releases and expenditure reporting for State School Facilities Program funding, managing Hillside drop-off parking and HVAC projects, assisting district with implementation and start-up of the new bond program.

FISCAL IMPLICATIONS:

This is an hourly services contract with a monthly not-exceed amount of $6,000 for a maximum of $72,000 for 2023-24. These costs will be charged to the Facilities Fund (Fund 40) or Measure T funds (Fund 21), depending on the project. It will not impact the General Fund.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve the professional services agreement, in an amount not to exceed $72,000 for 2023-24, with K12 School Facilities consultant, William Savidge, for Facilities Consulting Services.

K12 School Facilities **William Savidge**
2309 Grant St. Berkeley, CA 94703
bsavidge@k12schoolfacilities.org

FACILITIES PROGRAM CONSULTING PROPOSAL
for
South San Francisco Unified School District

K12 School Facilities, William Savidge ("Consultant") will provide Facilities Consulting services to the South San Francisco Unified School District ("District"). This proposal is to continue Facilities Consulting services for the District, coordinating work on the projects noted and to assist in the Implementation of the Measure T Bond Program.

Proposed Services:

1. Closeout previous Measure J construction projects
    a. Assist with legal counsel regarding resolution of outstanding claims, specifically USSCal Builders legal support as requested by District's counsel.
2. Manage upcoming construction projects currently in design, including bid and award, contracting, construction and closeout
    a. Hillside Drop-Off Parking Project for construction
    b. HVAC Upgrades at 9 Sites, two packages for construction summer 2023 through Summer 2024.
3. Implementation of the Measure T Bond
    a. Assist the District with implementation tasks and start-up of the Bond Program including preparation of RFQ/RFP documents, developing priority projects, assist in budget development, coordinate work on preliminary projects.
    b. Presentations to Board of Trustees as needed for program implementation.
4. Facilities Program tasks:
    a. Work with District Facilities team on preparations, planning for future facilities construction work
    b. Coordinate fund releases and expenditure reporting for state School Facilities Program funding.
    c. Prepare facilities program items for Board of Education approval, attend Board meetings as required.
    d. Other Facilities Coordination tasks as directed.

Fee: Services to be provided hourly not to exceed $6,000 per month, unless authorized by the District. Hourly billing rate: $160.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent - Business Services

Wazi Chowdhury - Director of Facilities and Safety

DATE: May 25, 2023

RE: Approval of Change Order #3 for the Contract of Southwest Construction on the South San Francisco High School Food Service Improvements Project

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BACKGROUND:

The improvements to the food services area at South San Francisco High School (SSFHS) are underway.

During the course of the work, there have been numerous unforeseen conditions related to the older building construction, which requires additional work. This includes additional demolition work to install water lines and installing Fiberglass Reinforced Plastic (FRP) wall panels to cover rough wall finish. There is also a credit due to changes in the scope of equipment.

Change Order #3, in the amount of -$943.97 (Credit) is attached and summarizes the specific items.

FISCAL IMPLICATIONS:

By this action: a credit of **$943.97** will be paid back to Facilities Fund 40.

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees approve Change Order #3 to the contract of Southwest Construction for the SSFHS Food Service Improvements Project.

DOCUMENT 00 63 63

CHANGE ORDER FORM

South San Francisco Unified School District
398 B Street
South San Francisco, CA 94080

CHANGE ORDER NO.:
3

Project: South SF HS Food Service Improvements
Bid No.: 03-25

Date: 05/15/2023
DSA File No.: ____NA____
DSA Appl. No.: ___NA___

The following parties agree to the terms of this Change Order:

Owner: South San Francisco USD

398 B Street, South San Francisco, CA-94080

Contractor: Southwest Construction & PM

1213 San Mateo Avenue, San Bruno, CA-94066

Architect: HED Architects

417 Montgomery St., Ste 400
San Francisco, CA-94104

Project Inspector: Brett Hammack

1259 Sunny Court, # 8
San Jose, CA-95116

Reference	Description	Cost	Days Ext.
PCO # 1R Requested by: Performed by: Reason:	T&M to install FRP to cover rough wall finish. Architect Contractor Unforeseen	$ 3,514.17	0
PCO # 2R Requested by: Performed by: Reason:	T&M for additional demolition required to install water lines. Architect Contractor Unforeseen	$ 1,341.04	0
PCO # 12R2 Requested by: Performed by: Reason:	Serving equipment change and credit for reduced scope. District Contractor Food serving equipment scope change.	($ 5,799.18)	0

Contract time will be adjusted as follows: Previous Completion Date: March 11, 2023 <u>Eighty (80) non-compensable</u> Calendar Days Extension for the lead time in procuring substituted equipment and providing new utility extensions Current Completion Date: May 30, 2023	Original Contract Amount:	$ 386,200.00
	Amount of Previously Approved Change Order(s):	$ 26,928.43
	Amount of this Change Order:	$ ($943.97)
	Contract Amount:	$ 412,184.46

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for

the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

Signatures:

District: South San Francisco Unified School District

Contractor: Southwest Construction & Property Management

Wazi Chowdhury, Director of Facilities/ Safety	Date	Yvette M. Gardner, President	Date

Architect: HED Architects

Scott Berge, HED	Date

END OF DOCUMENT

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Board of Trustees

FROM: Shawnterra Moore, Ed.D., Superintendent

THRU: Ted O, Assistant Superintendent – Business Services

Wazi Chowdhury – Director of Facilities and Safety

William Savidge - Facilities Management Consultant

DATE: May 25, 2023

RE: Approval of Award of Contract with Raposo Engineering for the Hillside Parking and Drop-off Project

---

BACKGROUND:

Hillside is a closed District site. The major portion of the site is leased by Mills Montessori School. One classroom wing at the site is utilized to house the District's Special Education Pre-School. In addition, there are some portables which are used by District Special Education staff. The shared site creates difficulties with parking and drop-off for the Special Education Pre-School and Special Education staff. The Facilities Department initiated planning on the project which eventually came to include: creation of a new drive-aisle and parking area dedicated to the Special Education Pre-School; new parking adjacent to the wing, with traffic access gate; removal and reconstruction of the trash enclosure; new paving and sidewalks for ADA compliance; new striping and signage; and new landscaping.

Hohbach-Lewin Civil Engineers prepared plans and specifications for the project. The District conducted a public bid process for the construction. Contractors attended a Mandatory Pre-Bid conference held on May 8, 2023. Construction bids were opened on May 16, 2023. Three (3) contractors submitted bids. The bids received are as follows:

Buildcorp	$795,000
RK Engineering	$752,936
Raposo Engineering	$748,000

The lowest responsive, responsible bidder is Raposo Engineering.

FISCAL IMPLICATIONS:

By this action: **$748,000.** This will be paid from the District's Maintenance Funds (Fund 14)

RECOMMENDATION:

It is recommended that the South San Francisco Unified School District Board of Trustees award a contract for construction of Hillside Parking and Drop-off Project to the lowest responsive, responsible bidder, Raposo Engineering in the amount of $748,000.