



# Sacramento County Board of Education

## Regular Meeting

*Tuesday / July 13, 2021 / 6:30 P.M.*

**PLEASE NOTE:**

**Zoom Meeting**

<https://scoe.zoom.us/j/93916393023>

**Primary Number: 669.900.6833**

**Secondary Number: 253.215.8782**

**Meeting ID: 939 1639 3023**

10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, CA 95826-9003  
916.228.2410

## **SACRAMENTO COUNTY BOARD OF EDUCATION MEETING AGENDA**

10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, California 95826-9003

**TO:** Members, County Board of Education  
**FROM:** David W. Gordon, Secretary to the Board  
**SUBJECT:** **Agenda – Regular Meeting – Tuesday, July 13, 2021**  
Regular Session: 6:30 p.m.

### **Notice of the Means by Which Members of the Public May Observe the Meeting and Offer Public Comment, Pursuant to Executive Orders N-29-20 and N-33-20, and Government Code section 54953**

The Sacramento County Board of Education will conduct this meeting via Zoom video and/or teleconference, and one or more Board members may participate from remote locations via video, telephone, or other electronic means.

This meeting will be accessible to members of the public via Zoom video and/or teleconference. To view the Board Meeting by computer, tablet, or smart phone, go to:

<https://scoe.zoom.us/j/93916393023>

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 253-215-8782  
Enter the Meeting ID: 939 1639 3023

Members of the public may submit public comment through a Google form at: <https://bit.ly/scoe-board-7-13-21>. Public comment will be accepted until 6:00 p.m. on Tuesday, July 13, 2021, and will be read during the teleconferenced Board meeting at appropriate times.

### **Accommodating Individuals with Special Needs**

The Sacramento County Office of Education encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at (916) 228-2410 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

## **AGENDA**

- I. Call to Order and Roll Call
- II. Pledge of Allegiance

### **Mission Statement**

The mission of the Sacramento County Office of Education (SCOE) is to:

- ensure that our students are prepared for success in college, career, and community;
- provide educational leadership to the diverse groups we serve;
- work creatively and collaboratively with partners; and
- give educators and support staff the training and tools they need for success.

## **Regular Meeting Agenda – July 13, 2021 – Page 2**

### **III. Organization of the Board of Education for 2021-2022**

A. Election of President

B. Election of Vice President

### **IV. Approval of the Minutes of the Regular Board Meeting of May 18, 2021**

Approval of the Minutes of the Regular Board Meeting of June 8, 2021

Approval of the Minutes of the Regular Board Meeting of June 22, 2021

### **V. Adoption of Agenda**

### **VI. Official Correspondence**

### **VII. Visitor Presentations**

A. General Public

B. Employee Organizations

NOTE: Anyone may address the Board on any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item not on this agenda except as authorized by Government Code section 54954.2. Anyone may provide public comment to the Board in support of or in opposition to any item being presented to the Board for consideration.

### **VIII. Superintendent's Report**

### **IX. New Business**

A. Adoption of Consent Agenda – David W. Gordon

1. Accept Report on Personnel Transactions – Coleen Johnson

2. Award Diplomas to Court and Community School Students – Dr. Matt Perry

3. Approval of the 2021-2022 Consolidated Application Part 1 for Funding Categorical Aid Programs for Juvenile Court and Community Schools – Dr. Matt Perry

B. Approval of Contracts – Nicolas Schweizer

C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget – David W. Gordon

1. \$5,001,660 Comprehensive Literacy State Development (CLSD) grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years – Brent Malicote

2. \$1,340,520 After School Education and Safety Program: Technical Assistance System of Support for Expanded Learning Grant from the California Department of Education/Expanded Learning for the 2021-2022, 2022-2023, and 2023-2024 fiscal years – Brent Malicote

## Regular Meeting Agenda – July 13, 2021 – Page 3

3. \$1,340,520 21<sup>st</sup> Century Community Learning Centers (CCLC): Technical Assistance System of Support for Expanded Learning Grant from the California Department of Education/Expanded Learning for the 2021-2022, 2022-2023, and 2023-2024 fiscal years – Brent Malicote
4. \$412,374 Workability I Statewide Professional Development Grant from the California Department of Education for the 2021-2022 fiscal year – Dr. Nancy Herota
5. \$358,743 Quality Counts California Workforce Pathways Grant from the California Department of Education/Early Learning and Care Division for the 2021-2022 fiscal year – Brent Malicote
6. \$195,000 STEAM Hub: Science, Technology, Engineering, Art, & Mathematics for Expanded Learning, Year 9 grant from the California Department of Education/Expanded Learning Division for the 2021-2022 fiscal year – Brent Malicote
7. \$300,000 Safe Schools for All grant from the California Department of Education for the 2021-2022 fiscal year – Dr. Nancy Herota
- D. Overview of Process for Adjusting Sacramento County Board of Education Trustee Areas Based Upon 2020 Census – Teresa Stinson
- E. American River Collegiate Academy Charter School End of Year Report – Teresa Stinson
- F. Board Report – CARE & Senior Extension – Dr. Matt Perry
- X. Board Reports, Comments, and Ideas
  - A. Board Members
  - B. Board President
  - C. Committees
- XI. Items for Distribution
  - A. July/August Events
  - B. July/August Site Visits
- XII. Schedule for Future Board Meetings
  - A. July 24, 2021 – Board/Superintendent Retreat
  - B. August 10, 2021
- XIII. Adjournment

### Board Agenda Packet

The full Board agenda packet, including supporting materials and items distributed less than 72 hours prior to the scheduled meeting, is available on the Sacramento County Office of Education website ([www.scoe.net/board](http://www.scoe.net/board)). For more information, please call (916) 228-2410.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of May 18, 2021**

**VIA ZOOM/TELECONFERENCE CALL**

Agenda

- I. Call to Order and Roll Call
  - II. Pledge of Allegiance
  - III. Approval of the Minutes of the Regular Board Meeting of April 20, 2021
  - IV. Adoption of Agenda
  - V. Official Correspondence
  - VI. Visitor Presentations
    - A. General Public
    - B. Employee Organizations
  - VII. Superintendent's Report
  - VIII. New Business
    - A. Adoption of Consent Agenda
      1. Accept Report on Personnel Transactions
      2. Award Diplomas to Court and Community School Students
    - B. Fortune School of Education Sacramento Countywide Charter Renewal Petition
    - C. Approval of Contracts
    - D. No Grant Applications/Service Contracts
    - E. First Reading of Board Policy 3200 – Grants
    - F. First Reading of Revisions to Board Bylaw 8009 (Renumbered 9000) – Purpose and Role of the Board
    - G. Second Reading of Proposed Elimination of Board Policies 5145 and 6000 and Bylaw 8001
    - H. Informational Item: Elimination of Administrative Rules and Regulations 6000 – Coordination of Educational Programs of the County School Services Fund
    - I. Expanded Learning Opportunities Grant Plan
  - IX. Board Reports, Comments, and Ideas
    - A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. May/June Events
    - B. May/June Site Visits
  - XI. Schedule for Future Board Meetings
    - A. June 8, 2021
    - B. June 22, 2021
  - XII. Adjournment
- 

I. President Ahola called the meeting to order at 6:32 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina

Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Nicolas Schweizer, Associate Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant.

Other staff present via teleconference were Brent Malicote and Matt Perry, Assistant Superintendents; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; and Tim Herrera, Director.

II. Ms. Lefkovitz led the Pledge of Allegiance.

III. On a motion by Ms. Davis and seconded by Ms. Talamantes, the minutes of the Regular Board Meeting of April 20, 2021 were approved. Motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Ahola) based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – abstain

IV. Mr. Keefer moved to adopt the agenda with item VIII.F. (First Reading of Revisions to Board Bylaw 8009 (Renumbered 9000) – Purpose and Role of the Board) withdrawn from the agenda.

Mr. Fong seconded the motion. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

V. There was no official correspondence.

VI.A. Tim Herrera read Public Comments from the following regarding SJUSD:

Mario Galvan  
Magali Kincaid  
Juan Yniguez  
Scott Rafferty  
Carolina Flores

VI.B. There were no requests for presentations from Employee Organizations.

VII. Superintendent Gordon reported on the following:

#### LOCAL DISTRICT UPDATES

- Arcohe: Last day of school is May 25. Accessing subs has been difficult. Summer academies planned.
- Center: Last day of school is May 27. Summer learning planned. In the Fall, remote learning will be offered through independent study.
- Elk Grove: Last day of school is May 27 for traditional schools. Others are open throughout June. Draft AB86 plan goes before Board tonight.
- Elverta: Last day of school is June 16.
- Folsom Cordova: Last day of school is May 27. AB86 plan goes to Board this Thursday. Summer programs planned for all grades and a school-based health clinic is being planned. First vaccine clinic for youth ages 12 and over hosted last Saturday. A total of 1,200 vaccines were administered.
- Galt Elementary: Last day of school is June 4. AM/PM model continues. Accessing subs has been difficult. Three weeks of full day summer school is planned at elementary and middle schools; and programs offered for PreK. 72 families are interested in a home academy.
- Galt High: Last day of school is June 3. In-person graduation planned. Summer school planned at three sites. 30% of students plan to attend summer school. AB86 plan approved last month. Planning more robust independent study. Planning a vaccine clinic for students and the community.
- Natomas: Last day of school is June 10. AB86 plan approved.
- River Delta: Last day of school is June 4. 96% students attend in-person. Virtual academy being offered through independent study. AB86 goes before Board May 26. Summer learning planned for middle school in July. CTE experiences planned for high school in July.
- Robla: Last day of school is June 18. Robust summer school planned for July until one week before start of school.
- Sacramento City: Switched from two days to four days at schools where they can ensure six feet of social distancing.
- San Juan: Last day of school is June 8. Summer school planned at all secondary and elementary schools.
- Twin Rivers: Last day of school is June 4. Robust summer school planned.

#### SACRAMENTO COUNTY VACCINATION EFFORTS

- Our COVID-19 vaccination clinic – in partnership with Safeway – remains open to the public. The FDA has authorized Pfizer vaccine for children 12 to 15 years old. On May 12, the CDC agreed to allow providers like Safeway to start immunizing this age group. We also are partnering with the City of Rancho Cordova to reach out to families

with children 12 to 15 to immunize them, and their parents. To accommodate families, our clinic is operating on certain Saturdays. If you are interested in volunteering, please contact Shannon Hansen in Administration.

#### COMMUNITY SCHOOLS BASE PROGRAM

- Principal Lisa Alcalá and College & Career Readiness Director Jackie White are collaborating to provide Relationship Centered Schools training to staff. Students will have extensive support from faculty, mental health clinicians, and non-profit partners this summer. Faculty and staff will engage in four additional days of engagement and project-based learning training this summer. The community schools are now receiving expanded support from the College and Career Readiness Department.

#### SENIOR EXTENSION

- Students continue to enroll from across the county. Approximately 150 students have graduated during the 2020-2021 school year. Plans are under way to expand concurrent enrollment with regional community colleges. We are exploring the on-campus Sacramento State ACE program. SCOE will hire peer mentors (full-time college students) to help Senior Extension students navigate life choices, post-secondary exploration, decisions, and the application process.

#### EL CENTRO

- Plans to open the 21<sup>st</sup> Century Learning Center continue to move forward. SCOE is hiring a Teacher Librarian to lead the center. The Probation program serving youth formerly incarcerated within DJJ now has a name – The Valley Oak Youth Academy. The NCCT construction program is now 245 days per year (year-round). El Centro is now receiving expanded support from the College and Career Readiness Department. And just to make you hungry, Chef Jones has taught her students to make fresh pasta, which many of the staff look forward to sampling on a daily basis.

#### SPECIAL EDUCATION UPDATE

- All programs except for Infant Development are continuing to offer in-person services. We are finalizing summer school staffing and planning. Our virtual May 13 graduation ceremony for the students in our moderate/severe program was a very nice celebration of achievement. Palmiter graduation is on June 3. You should have or will receive soon your invitation.

#### SLY PARK UPDATE

- Regarding our Sly Park Environmental Education Summer Programming, we are reviewing guidance that was released on Friday, May 14 to determine if private camps (basketball, Sugarloaf Fine Arts, Jazz Camp) will be able to operate safely in June and July. We will



once again partner with the Pollock Pines Elementary School District to provide summer meals for students and families in the district.

#### GOVERNOR'S MAY BUDGET REVISION

- As a result of significant increases in state revenues, the Prop 98 minimum guarantee is estimated to increase by \$17.7 billion above the Governor's Budget estimates in January.
- This funding, along with the \$25 billion in federal relief funding the state is receiving, allows for significant investments and new initiatives. Governor Newsom is proposing to address equity gaps.
- The May Revision includes a 5.07% "super COLA" for the Local Control Funding Formula and a 4.05% COLA for special education.
- The May Revision proposes \$1.1 billion to increase the number of nurses, teachers, counselors, paraprofessionals, and others providing direct services to students in Local Educational Agencies (LEAs) with the highest concentrations of low-income students, English learners, and foster youth.
- An additional \$1 billion is proposed to provide no-cost afterschool and summer programs in LEAs with the high concentrations of low-income students, English learners, and foster youth, growing to \$5 billion in 2025-2026.
- \$4.6 billion one-time is proposed to fund health and safety costs related to in-person instruction and to close learning gaps resulting from the school closures.
- \$2 billion is proposed to create a \$500 college savings account for each low-income first grader, with additional funding for foster youth and homeless students.
- \$3.3 billion is proposed for a multiyear package to build the teacher pipeline, encourage educator retention, and provide professional training in key areas for administrative, credentialed, and classified staff.
- \$3 billion is proposed for multiyear grants to expand the implementation of the community school model.
- \$1 billion in 2021-2022, \$1.7 billion in 2022-2023, and \$431 million ongoing is proposed to identify and treat behavioral health needs early in youth. This initiative will be designed to invest in LEAs' ability to both deliver care directly and partner with Medi-Cal plans.
- \$150 million is proposed to increase LEA participation in federal universal meal programs.
- The Governor proposes to provide universal access to TK for all four-year-olds in California by 2024-2025 and proposes to increase the Proposition 98 minimum guarantee by \$2.7 billion at full implementation to fund this expansion.
- The Governor proposes an additional \$380 million, growing to \$740 million by 2024-2025, to reduce TK adult-to-child ratios from 1:24 to 1:12.

- \$250 million one-time is also included to provide LEAs resources to prepare for the TK expansion.
- The Governor intends to create 100,000 new subsidized childcare slots and proposes \$250 million one-time for childcare facilities, \$25 million one-time to build the supply licensed childcare homes, and \$20 million for a multiyear effort to strengthen existing quality improvement systems.
- \$7 billion is proposed to expand broadband and reliable internet service statewide, including \$35 million one-time to expand access to isolated and underserved communities through a collaborative partnership of LEAs, regional libraries, and telehealth providers.

#### ONLINE CURRICULUM/STATE BOARD PRESENTATION

- On May 12, we presented to the State Board of Education and the Board adopted distance learning curriculum and instructional guidance for mathematics, English language arts, and English Language Development for local education agencies to use as a resource.
- The guidance is intended to support teachers as they implement mathematics instruction in online, blended, or in-person learning environments. Lessons are infused with Social and Emotional Learning.
- A web version of the document will be posted on the CDE Distance Learning web page so districts and county offices can use it as a resource.
- Many thanks to Deputy Superintendent Nancy Herota and our curriculum experts for developing this important guidance.

#### SUMMER INNOVATION EDUCATION HUBS

- We are working with community-based organizations, non-profits, and local school districts to create Summer Education Innovation Hubs at schools in high need communities. Providing a wide variety of summer enrichment opportunities to re-engage with the excitement of learning and support high school aged students. The districts involved are Twin Rivers, San Juan, and Sacramento City. Program involves peer mentoring to support the summer learners. Partners include Project Optimism, Black Child Legacy, the Hawk Institute, the Museum of Science and Curiosity, and our own Sy Park Environmental Education Center. Architects of Hope has agreed to manage the Peer Mentoring in partnership with Mentor CA. We are also meeting again next week.

#### FAMILY & COMMUNITY ENGAGEMENT SESSION

- On Thursday, May 20, from 9:00 a.m. to 2:00 p.m., we will have our final virtual Family and Community Engagement session for the year. Parent activist and educational advocate Michele Brooks will present on Implementing Equity-Centered Family Engagement. We will have FACE partners from San Juan, Galt Elementary, and Elk Grove

present as well. We have hit our maximum capacity of 100! However, if any Board members want to attend, we can still register them.

#### STATE SEAL OF BILITERACY

- On May 5, we hosted a virtual ceremony recognizing all those students in Sacramento County who have earned their State Seal of Biliteracy. Congratulations to the roughly 2,400 students who earned the seal this year. To earn the Seal, students must demonstrate English competency by scoring proficient on the California Standards Test in English language arts and receive good grades in all English classes required for high school graduation.

#### SPECIAL EDUCATION GRADUATION

- On May 13, we hosted a virtual graduation ceremony for students in our Moderate/Severe Special Education Program. We sent out the Zoom link in an earlier communication. Please let us know if you need it.

#### COMMUNITY SCHOOL VIRTUAL GRADUATION

- We have a “virtual” Community School graduation scheduled for May 26 at noon. We will provide the Zoom link as we get closer.

VIII.A. Ms. Davis moved and Ms. Talamantes seconded adoption of the consent agenda. By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community Schools Students

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Rhamon Ramell Finney, Jon Mauricio Munoz, Alexandra Barajas Nunez, and Anthony Tyler Ulloa from Cordova Lane Senior Extension; Graciela Gonzalez from Elinor Lincoln Hickey Senior Extension; and Debra Lima from North Area Senior Extension.

VIII.B. President Ahola announced the Board will conduct the Public Hearing on the Fortune School of Education Sacramento Countywide Charter School Renewal Petition.

The Public Hearing provides petitioners, parents, school districts, and citizens with an opportunity for comment and input on the proposed countywide charter renewal petition. The Board's responsibility will determine if this charter renewal petition meets the requirements of law. Copies of Education Code sections 47607 and 47605.6 and applicable Board Policy and Regulations have been provided to Board members and are posted on the SCOE website.

President Ahola opened the Public Hearing at 7:13 p.m.

Margaret Fortune, President and CEO of the Fortune School of Education; Dominic Zarecki, Director of Data, Analytics, and Strategy; and Bonnie Benson, Chief Financial Officer, shared a presentation regarding the charter school's achievements and plans for the future. Fortune scholars Jamel Knighton and Nailah DuBose; Dr. Eleanor Brown; and Amanda Gorman also presented to the Board on behalf of the charter.

Dr. Nancy Herota, Deputy Superintendent, and Nick Schweizer, Associate Superintendent of Business Services, presented SCOE's analysis.

Mr. Herrera read public comments in support of Fortune School from the following:

Myiea Henry-Gray  
Simeon Gant  
Anonymous  
Kemba Howard  
Rex Fortune  
Cassandra Jennings  
Margaret S. Fortune  
Marvell Reed  
Dondrell Swanson  
Pastor Stefon DuBose  
Brittany Sullivan  
Tecoy Porter  
Anonymous  
William Hancock  
Larry Lee  
Caleb Ethley c/o Regina Ethley  
Regina Ethley  
Patrice Hill  
Toya Barnes  
Jamal Lewis  
Natalie Holland Hemiu  
Amari Wilson  
Dalaniya Benjamin  
Isai Villanueva  
Alexandria Hancock  
Jasmine Johnson  
Anthony Johnson  
Azizza Davis Goines via letter to Fortune

Virgil Torrence via letter to Fortune

President Ahola closed the Public Hearing at 8:28 p.m.

Board members commented on Fortune's outcomes and operations and asked questions about the charter petition, and the Fortune team responded to comments and questions.

Ms. Davis moved, and Mr. Brown seconded the motion that the Sacramento County Board of Education adopt Resolution No. 21-06 granting the renewal of Fortune School of Education Countywide Charter Renewal Petition for a five-year term.

Motion carried 6 ayes, 1 no (Fong), 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – no  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.C. Ms. Lefkovitz moved and Mr. Fong seconded approval of the contracts.

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.D. No Grant Applications/Service Contracts

VIII.E. President Ahola announced this is the First Reading of Board Policy 3200 – Grants.

Chair Paul Keefer of the Policy Committee asked Ms. Stinson to present this item. The Policy Committee recommended that the First Reading of Board Policy 3200 – Grants move forward to Second Reading at a future Board Meeting.

VIII.G. President Ahola announced this is the Second Reading of Proposed Elimination of Board Policies 5145 and 6000 and Bylaw 8001.

Chair Keefer of the Policy Committee recommended the Board adopt the Proposed Elimination of Board Policies 5145 and 6000 and Bylaw 8001. This is coming from the Policy Committee and therefore does not require a second. Mr. Brown provided a second.

Motion carried 6 ayes, 1 no (Fong), 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – no  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.H. An informational item on the Elimination of Administrative Rules and Regulations 6000 – Coordination of Educational Programs of the County School Services Fund was provided in the Board packet.

VIII.I. Dr. Perry and Michael Kast, Executive Director, presented the Expanded Learning Opportunities Grant Plan to the Board.

Mr. Keefer moved, and Mr. Brown seconded the motion to approve the Expanded Learning Opportunities Grant Plan.

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

IX.A. Ms. Davis reported that Trustee Lefkovitz, her, and other mentors finished up 30 weeks of LINKS mentoring. They had three students stay through the very end.

Mr. Fong – no report.

Ms. Talamantes noted that we always receive comments about SJUSD redistricting and suggested that we update them on redistricting timelines.

Ms. Lefkovitz reported the Central Labor Council gave a \$5,000 donation to The SCOE Resiliency Scholarship Fund. There is a book called the American Government: The Core that could give the Board great insight when looking at Board Policies and Roles.

Mr. Keefer mentioned the public comments and said he is not sure we should get more involved in the SJUSD redistricting issue. He also expressed appreciation for his fellow Board members.

Mr. Brown commented that we have a great Board. He told the Board about the letter he was planning to send in opposition to pending legislation regarding charter schools.

Superintendent Gordon commended the SCOE staff that worked on the Fortune materials and expressed his appreciation for this work. He also thanked the Board for their work and sound decisions.

IX.B. President Ahola noted that she plans to volunteer at the SCOE vaccination clinic.

IX.C. There were no committee reports.

X.A. There was no distribution of the May/June Events item.

X.B. There was no distribution of the May/June Site Visits item.

XI. Schedule for Future Board Meetings

- A. June 8, 2021
- B. June 22, 2021

XII. Mr. Keefer moved to adjourn the meeting. Ms. Talamantes seconded the motion.

Motion carried 7ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

The meeting adjourned at 10:00 p.m.

Respectfully submitted,

David W. Gordon  
Secretary to the Board

Date approved:

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of June 8, 2021**

**VIA ZOOM/TELECONFERENCE CALL**

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of May 4, 2021
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations
- VII. Superintendent's Report
  - A. Operation Recognition Scholarship Essay Winner
- VIII. New Business
  - A. Adoption of Consent Agenda
    - 1. Accept Report on Personnel Transactions
    - 2. Award Diplomas to Court and Community School Students
    - 3. Accept Donation to the College and Career Readiness Department
  - B. Approval of Contracts
  - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget:
    - 1. \$6,765,495 California Assessment of Student Performance and Progress Support System (CAASPP) grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
    - 2. \$800,000 Placer County Re-Entry Program (PREP) grant from the Placer County Board of Supervisors – Procurement Office AB 109 and Re-Alignment Funds for the 2021-2022 fiscal year
    - 3. \$200,000 Reach for the Upside Initiative grant from Genentech for the 2020-2021 and 2021-2022 fiscal years
    - 4. \$183,808 Preschool Development Grant – Renewal (PDG-R) from the California Department of Education/Early Learning and Care Division for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
  - D. Public Hearing – SCOE 2021-2024 Local Control and Accountability Plan (LCAP)
  - E. Public Hearing – 2021-2022 Proposed Budget
  - F. Adoption of Resolution No. 21-07 – Resolution to Pay Absent Board Member
  - G. Adoption of Resolution No. 21-08 – Resolution to Pay Absent Board Member
  - H. Approval of Use of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, in Substitution of Regular Revenue Limit Apportionments
  - I. Second Reading and Adoption of Revisions to Board Policy 3200 – Grants
  - J. Fortune School of Education Countywide Charter School Renewal Resolution No. 21-06



- IX. Board Reports, Comments, and Ideas
    - A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. June/July Events
    - B. June/July Site Visits
  - XI. Schedule for Future Board Meetings
    - A. June 22, 2021
    - B. July 13, 2021
  - XII. Adjournment
- 

I. President Ahola called the meeting to order at 5:49 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Nicolas Schweizer, Associate Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant.

II. Ms. Talamantes led the Pledge of Allegiance.

President Ahola announced we will now recess the meeting and the Board will convene in Closed Session, Under Government Code Section 54956.9(d)(1), regarding Pending Litigation of Sacramento County Superior Court Case Nos. 34-2019-80003155 and 34-2019-80003194. The Board has provided public notice that the Board will meet in Closed Session for this purpose.

Recessed Open Session at 5:50 p.m.

Convened Closed Session at 5:52 p.m.

Adjourned Closed Session at 6:25 p.m.

The Board reconvened Open Session at 6:31 p.m.

The Board took no final action in Closed Session.

Other staff present via teleconference were Brent Malicote and Matt Perry, Assistant Superintendents; Michael Kast, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; and Tim Herrera, Director.

III. On a motion by Mr. Fong and seconded by Mr. Keefer, the minutes of the Regular Board Meeting of May 4, 2021 were approved. Motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Talamantes) based on the following Roll Call vote:

Ms. Talamantes – abstain  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

IV. Ms. Lefkovitz moved to adopt the agenda. Ms. Davis seconded the motion, which carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

V. There was no official correspondence.

VI.A. Tim Herrera read the Public Comments from the following:

Anonymous (in Spanish)  
Magali Kincaid  
Scott Rafferty  
Juan Yniguez  
Carolina Flores (in Spanish)

VI.B. There were no requests for presentations from Employee Organizations.

VII.A. Diego Jimenez (Monterey Trail High, Elk Grove USD) was introduced and honored as the Operation Recognition Scholarship Essay Winner. Diego read his essay entitled, “Why We Must Appreciate America's Veterans.”

Superintendent Gordon thanked Mr. Jimenez for his essay and introduced the CEO of the SAFE Credit Union, Dave Roughton. SAFE supports the essay contest scholarship and other SCOE activities.

Superintendent reported on the following:

#### SCOE VISION, MISSION, AND GOALS

- We have scheduled a series of dates for 2021-2022 to begin the important work of revising SCOE's Vision, Mission, and Goals, which includes incorporating our focus on Diversity, Equity, and Inclusion.

We will begin the process August 10 with the goal of completing the process in November.

#### ONGOING DEI STUDY SESSIONS AND OTHER UPDATES

- We are coordinating efforts to confirm either September 28 or October 5 for a DEI Study Session, as well as March 1, where we will continue to learn, incorporate DEI, and partner with the Board in this important work. DEI updates will also be shared at the November 16 and January 11 Board meetings. At the June 28 Leadership meeting, a 90-minute interactive session has been scheduled that focuses on enhancing staff effectiveness in the area “Creating LGBTQ and Gender Inclusive Schools for School Leaders.” Board members are invited to attend.

#### DEI SURVEY TO STAFF

- As part of our DEI work, we are asking SCOE staff for their input. We sent all employees an anonymous survey to help guide our internal DEI efforts over the next year. It is an ongoing effort to enhance the way we work together here at the county office to support the students and families in our community.

#### COMMUNITY SCHOOLS

- 5 students graduated from the Community School Base program this year.
- All students completed three exhibitions in one year – a first.
- 90-percent of our current students chose to remain enrolled in the community school program next year (they have been with us for 1.25 years now and want to finish their diploma).
- Staff created engaging activities to celebrate AAPI culture during May and June. The onsite activities were hands-on, students engaged in cultural lessons before each activity and completed crafts and cooked food together at school. Students at home participated via DIY kits supported by Zoom.
- Summer school Session 1 started yesterday, June 7
  - One of our CARE teachers is providing summer school instruction (great job-alike training).

#### SENIOR EXTENSION

- 200+ students will graduate from Senior Extension (August 2020 – August 2021).
- Summer school Session 1 started yesterday, June 7
  - Two of our El Centro teachers are providing summer school instruction (great job-alike training).
- The scholarship recipients are extremely grateful for the financial support from the Resiliency Scholarship Committee.

## EL CENTRO

- 27 students graduated from El Centro this school year.
- As often happens in the summer, enrollment has increased by 15 students to 95 enrolled.
- NCCT is developing a mobile welding program for El Centro and the Community School and Senior Extension programs.
- The DJJ Subcommittee continues to meet biweekly to provide input regarding support of long-term students, (formerly served by DJJ).

## SPECIAL EDUCATION UPDATE

- All programs have either ended their regular school year or are winding down.
- Summer program starts soon.
  - Mod/severe programs will start June 14 and run through July 9.
  - ED program: 6/7-7/2.
  - Preschool will start June 14 and go until July 22.
- Actively working on plans for the start of the 2021/2022 school year.

## SUMMER EDUCATION INNOVATION CENTERS

- To enhance learning for students preparing for the next school year, we are partnering with local districts, community-based organizations, and non-profits to provide students with opportunities to re-engage with the excitement of learning.
- The free Summer Education Innovation Centers will operate for five weeks: June 21 to July 30. They will be closed the week of July 4.
- The centers will offer a variety of integrated hands-on experiences such as arts, social emotional learning, outdoor education, physical activities, and science experiments.
- We will be operating at the following sites: F.C. Joyce PK- 8 School in Twin Rivers, Rosa Parks K-8 School in Sac City Unified, and Thomas Edison Language (K-6) Institute in San Juan Unified.
- All participating students will have peer mentors who will be hired from local High School and College programs.

## POSTING BOARD POLICIES

- The Policy Committee has been working for several years to update our Board Policies and Bylaws to ensure they are compliant with legal requirements and standards of practice. We would also like to post the Board Policies and SCOE ARR's on SCOE's website.
- By law, materials posted on government websites must be accessible to individuals with disabilities. This means anyone who has a visual impairment will be able to listen to the Policies and ARR's using software called a "screen reader."
- After the launch of the new SCOE website last year, we began implementing a new online system called "BoardDocs" that will enable us to post Policies and ARR's on our website in an accessible format. We planned to train staff and launch the new system last year, but the

implementation was delayed significantly due to adjusted technology priorities necessitated by COVID.

- Our staff is now converting our Policies and ARR's from PDFs--which are not Accessible--to the new BoardDocs format--which is Accessible. This is a manual process that takes a lot of time to convert each document. Once converted, the documents are easy to maintain. Our goal is to complete this process by the end of August so we can launch the new BoardDocs system. Once launched, BoardDocs will become the new home of our Policies, ARR's, and Board agendas.

#### COMMUNITY SCHOOL VIRTUAL GRADUATION

- On May 26, we hosted a "virtual" graduation for 75 students graduating from our Community School and Senior Extension Programs.
- Thanks to Cassandra and Rick Jennings as serving as our keynote speakers. Cassandra is President of the Greater Sacramento Urban League. Rick is a Sacramento City Council Member and CEO of the Center for Fathers and Families.
- Also, many thanks to our Community School and Senior Extension Teams for all their outstanding work in supporting our students throughout this challenging year.

#### PALMITER GRADUATION

- On Thursday, June 3, we hosted a virtual graduation – via Zoom – for seven students graduating from our Leo A. Palmiter High school program. It was a wonderful celebration of achievement. Thanks to Principal Lauren Roth and her team at Palmiter for all they have done throughout the year to support our students.

#### VACCINATION CLINICS

- When we started our COVID vaccination clinic at the SCOE Conference Center – in partnerships with Safeway – we had hoped it would be successful and we are so proud with the results.
- Through the end of May, our clinic has delivered nearly 3,800 vaccine doses to people in our local community.
- We have been successful in reaching young people by delivering a total of 334 first and second doses to eligible youth between the ages of 12 and 17.
- Our last clinic is scheduled for Thursday, June 10 and continue exploring opportunities to continue this collaboration.

#### SCOE FAMILY AND COMMUNITY ENGAGEMENT AWARD

- Pleased to tell you the San Juan Unified School District has honored us for our Family and Community Engagement efforts, our coordination team, and our ongoing support for their district. The district has presented us with a "Most Valued Partner" award, which is given to partners the district feels has gone above and beyond for families and

youth. We are grateful for the recognition from our partners at San Juan Unified.

#### TWIN RIVERS: EMPLOYEE OF THE YEAR

- Congratulations to Rhima Blenkhorn from the Twin Rivers Unified School District for being selected as the California Classified School Employee of the Year in the Food and Nutrition Services category.
- She is the café team lead at Orchard Elementary School.
- SCOE coordinates the Sacramento County Classified School Employee of the Year program locally.
- We are sending a congratulatory letter to her on behalf of SCOE and the Board.

#### PRIDE MONTH RECOGNITION

- Finally, reminded everyone that June is LGBTQ+ Pride Month. And he wanted to say that SCOE honors the contributions and achievements of our Lesbian, Gay, Bisexual, Transgender, and Queer Plus employees, students, and their families. We also want to affirm our commitment to dedicating ourselves to ensuring that our diverse citizens of Sacramento County feel safe, honored, welcome, and valued.

Ms. Lefkovitz thanked Superintendent Gordon for the rollout of dates to start the business for DEI work and looking at our strategic plan.

Mr. Keefer thanked Ms. Stinson and Superintendent Gordon for moving forward with getting our Board Policies and ARRr on our website.

VIII.A. Ms. Lefkovitz moved and Mr. Brown seconded adoption of the consent agenda. By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community School Students
3. Accepted donation to the College and Career Readiness Department

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Dominic Reese Allan, Rorie Anissa Borja-Allan, Daevon Clay, Carmella Desire Daniels, Adam Jesse Goin, Enrique Navarro, and Angel A. Robinson from Cordova Lane Senior Extension; 4 candidates from El Centro Jr./Sr. High School; Damian W. Boosh, Tawnie Renee Leal, Yoselin Lopez, Dayshawn McHolder, and Myra Renteria from Elinor Lincoln Hickey Senior Extension; Darius Bizer, Yolanda Gianna Carranza, Karina De-Orta-Garcia, Jacob G. Eaton, Nathan Halaapiapi, Shannon Corita Bautista Hall, Dominic Benjamin Hernandez, Seanna-Chris Pheloney McManus, Maleah Alisa Gabriel Meyer, Simon Peter Maximas Meza, Angie Stephanie Muneton, Karina Marie Plascencia-Zamora, Darla Jean Sapp, and David Salvador Torres-Benitez from Gerber Senior Extension; and Denise Le’Nae Arnold, Kylie Dawn Brooks, Kalie Raylene Cann, Alan Manuel Cruz Almanzon, Kevion Novell Estell, Athena Ashanti Falcon, Velda Marie Fernandez, Kemya Henderson, Lillianna Christine Hinnen, A’nya Ethel Mae Johnson, Knowledge Luera, Calvin Greg Malone, Ailani Perez, Corey Joseph Reiss, Jaden Rice, Gabriel Salinas, Donica Lena-Mae Sargent, Maninder Singh, Elijah Gregory Spain, Joseph Scott Turner, and Arryonna Sherri Zafranovich from North Area Senior Extension.

VIII.B. Ms. Lefkovitz moved and Mr. Brown seconded approval of the contracts. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.C. On a motion by Ms. Talamantes, seconded by Ms. Davis, the Board authorized staff to submit grant applications/service contracts and accept funding if awarded; and approved contracts, positions, and other expenditures associated with the grants as outlined in the proposed budget as follows:

1. \$6,765,495 California Assessment of Student Performance and Progress Support System (CAASPP) grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
2. \$800,000 Placer County Re-Entry Program (PREP) grant from the Placer County Board of Supervisors – Procurement Office AB 109 and Re-Alignment Funds for the 2021-2022 fiscal year
3. \$200,000 Reach for the Upside Initiative grant from Genentech for the 2020-2021 and 2021-2022 fiscal years

4. \$183,808 Preschool Development Grant – Renewal (PDG-R) from the California Department of Education/Early Learning and Care Division for the 2020-2021, 2021-2022, and 2022-2023 fiscal years

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

#### VIII.D. Public Hearing – SCOE 2021-2024 Local Control and Accountability Plan (LCAP)

President Ahola opened the Public Hearing at 7:12 p.m.

There were no public comments.

Dr. Perry/Michael Kast provided a presentation on the SCOE 2021-2024 Local Control and Accountability Plan and responded to questions and comments from Trustee Lefkovitz.

President Ahola closed the Public Hearing at 7:25 p.m.

#### VIII.E. Public Hearing – 2021-2022 Proposed Budget

President Ahola opened the Public Hearing at 7:25 p.m.

There were no public comments.

Chair Heather Davis of the Budget Committee provided comments regarding the budget which was discussed and reviewed in the Budget Committee Meeting on June 3, 2021.

Board members commented and asked questions about the budget, and Nick Schweizer, Associate Superintendent, responded.

President Ahola closed the Public Hearing at 7:57 p.m.

VIII.F. Mr. Keefer moved, and Mr. Brown seconded the motion to adopt Resolution No. 21-07 – Resolution to Pay Absent Board Member (Joanne Ahola). Motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Ahola) based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes



Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – abstain

VIII.G. Ms. Davis moved, and Mr. Keefer seconded the motion to adopt Resolution No. 21-08 – Resolution to Pay Absent Board Member (Karina Talamantes). Motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Talamantes) based on the following Roll Call vote:

Ms. Talamantes – abstain  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.H. Ms. Lefkovitz moved, and Ms. Talamantes seconded the motion to approve Use of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, in Substitution of Regular Revenue Limit Apportionments. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.I. President Ahola announced this is the Second Reading and Adoption of Revisions to Board Policy 3200 – Grants.

Chair Paul Keefer of the Policy Committee recommended the Board adopt the revisions to Board Policy 3200 – Grants. This is coming from the Policy Committee and therefore does not require a second.

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – yes  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes

Ms. Ahola – yes

VIII.J. Fortune School of Education Countywide Charter School Renewal Resolution No. 21-06

Mr. Herrera read two public comments from the following:

Shelly Clements  
Calvin McGee II

Ms. Stinson presented this item to the Board and responded to questions and comments from Board members.

Ms. Davis and Ms. Lefkovitz expressed their support for amending the Resolution to remove the provision from the MOU regarding Fortune's outreach and recruitment.

Ms. Stinson confirmed that the Board can continue to ask for information regarding the recruiting process or other items of interest.

Mr. Fong would like more detailed information about the outreach.

President Ahola commented that reports show that Fortune has met the requirements of the law. She is also in agreeance that this statement be removed from the MOU.

Ms. Talamantes said her only concern was the interview process and inquired if she could make a request that the interviews happen after admission to relieve the stress on the potential students.

President Ahola suggested that Karina might find it helpful to speak directly with Ms. Fortune.

Ms. Davis agreed that the interview process is useful to help students and families have the best understanding of Fortune.

After more discussion around this topic, President Ahola commented that at this point the petition has been approved as it stands, and this item is regarding the resolution to remove specific language that is already in the petition and that the school is abiding by.

Mr. Fong moved to table this until we get the MOU. This motion was not seconded. Motion failed.

Mr. Keefer moved, and Ms. Davis seconded the motion to adopt amended Resolution No. 21-06. Motion carried 5 ayes, 2 noes (Fong, Talamantes), 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – no  
Ms. Lefkovitz – yes  
Mr. Keefer – yes

Mr. Fong – no  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.K. Superintendent David W. Gordon provided the Year in Review report to the Board.

IX.A. Mr. Keefer will not be present for June 22 Board meeting. He will be doing a 200-mile hike on the John Muir trail.

Mr. Brown has been asked to give a speech at an 8<sup>th</sup> grade graduation this month.

Ms. Lefkovitz is excited to hear from scholarship recipients at our next Board meeting. She is looking forward to CSBA Conference and encouraged others to go.

Ms. Talamantes applauded the scholarship fundraising and was moved by the Operation Recognition scholarship essay winner. Ms. Talamantes serves on the steering committee for the Sacramento Coalition for Digital Inclusion and at today's meeting there was a discussion about creating a tech hotline for serving Sacramento.

Mr. Fong – no report.

Ms. Davis went to a grad party last weekend in Esparto. The topic was FFA pigs. She sat next to a student that was extremely inspiring, very intelligent and motivated and has a 1.9 GPA. She noted that the GPA was not indicative of the young man's high intelligence.

IX.B. President Ahola read a statement, "At our last Board meeting, Trustee Fong asked several questions that were frankly on the wrong side of the issue of closing the African American achievement gap in Sacramento County. Trustee Fong questioned whether there really is an achievement gap in the county and questioned Fortune's enrollment numbers by referencing the number of White students enrolled within the entire county insinuating Fortune School is not doing their job of enrolling enough White students. At the last Board meeting, there were close to 200 Fortune School parents who virtually attended our Board meeting who are all subjected to this line of questioning. I attended the Fortune School town hall last week to listen to parents. Fortune parents are hurt and angry and they should be. Fortune School has always followed the law in regard to their recruitment practices. If White families are not enrolling their students in Fortune School, that is a choice made by those families. Our staff has reviewed and validated Fortune's recruitment practices as well as confirmed they are within the law. Our Board chose to sit silent after Trustee Fong's questions. It is our job to not only represent our communities but to also hold each other accountable. In the words of Martin Luther King, Jr., 'In the end, we will remember not the words of our enemies, but the silence of our friends.' I want to personally apologize to the Fortune School community for not calling Trustee Fong out on his misguided line of questioning. I will not stay silent in the future, and Trustee Fong I do sincerely hope that you take time to reflect on our last Board meeting and take an opportunity to

apologize to the Fortune community. And I would also like to ask staff to work on an updated Findings of Fact to put on the record, Sacramento County in fact does have an African American achievement gap.”

President Ahola read “The Clue” by Alicia Mariah Greenway, an Elinor Lincoln Hickey Jr./Sr. High School student. She also read “Criminal Rest Easy” by Gigi Liana Novadi, an Encina Preparatory High School student.

IX.C. There were no committee reports.

X.A. There was no distribution of the June/July Events item.

X.B. There was no distribution of the June/July Site Visits item.

XI. Schedule for Future Board Meetings

A. June 22, 2021

B. July 13, 2021

XII. Mr. Brown moved to adjourn the meeting. Ms. Davis seconded the motion, which carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

The meeting adjourned at 9:15 p.m.

Respectfully submitted,

David W. Gordon  
Secretary to the Board

Date approved:

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of June 22, 2021**

**VIA ZOOM/TELECONFERENCE CALL**

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. No Approval of Minutes
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations
- VII. Superintendent's Report
- VIII. New Business
  - A. Adoption of Consent Agenda
    - 1. Accept Report on Personnel Transactions
    - 2. Award Diplomas to Court and Community School Students
  - B. Approval of Contracts
  - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget:
    - 1. \$2,250,298 Statewide Non-Profit Private School Professional Development (SNPSPD) grant from the California Department of Education for fiscal years 2020-2021, 2021-2022, 2022-2023
    - 2. \$654,006 California Student Opportunity and Access Program (Cal-SOAP) Grant from California Student Aid Commission for fiscal year 2021-2022
    - 3. \$22,000 CA Student Aid Commission Capital Area Cash for College, Regional Coordinating Organization from California Student Aid Commission for fiscal year 2021-2022
    - 4. \$192,000 Capital Area Promise Scholars (CAPS) Program from Sacramento Region Community Foundation for fiscal year 2021-2022
    - 5. \$160,906 Foster Youth Services Coordinating Program/Child Protective Services (CPS) Collaborative Project from Sacramento County Department of Health and Human Services for fiscal year 2021-2022
    - 6. \$2,097,702 Foster Youth Services Coordinating Program from California Department of Education for fiscal years 2021-2022, 2022-2023, 2023-2024
    - 7. \$50,000 Sacramento Adult Day Reporting Center from Sacramento County Probation Department for fiscal year 2021-2022
  - D. Adoption of the 2021-2024 LCAP
  - E. Approval of the 2020-2021 Budget Revision No. 3
  - F. Adoption of the 2021-2022 Proposed Budget
  - G. 2020-2021 Annual Report: Summary of Support (LCAP and Differentiated Assistance)
  - H. Reporting on California Dashboard Local Indicators

- I. Establish July 13, 2021 as the 2021-2022 Annual Organizational Meeting Date
  - J. SCOE Resiliency Scholarship Program
  - IX. Board Reports, Comments, and Ideas
    - A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. June/July Events
    - B. June/July Site Visits
  - XI. Schedule for Future Board Meetings
    - A. July 13, 2021
    - B. July 24, 2021 – Board/Superintendent Retreat
  - XII. Adjournment
- 

I. President Ahola called the meeting to order at 4:34 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Bina Lefkowitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant. Trustee Paul Keefer was absent.

II. Ms. Davis led the Pledge of Allegiance.

President Ahola announced that the Board will recess the meeting and the Board will convene in Closed Session. Under Government Code Section 54957(b)(1), the Board will meet in Closed Session regarding the Superintendent's Evaluation. The Board has provided public notice that the Board will meet in Closed Session for this purpose.

Recessed Open Session at 4:36 p.m.

Convened Closed Session at 4:42 p.m.

Adjourned Closed Session at 6:22 p.m.

The Board reconvened Open Session at 6:34 p.m.

The Board took action in Closed Session to extend Superintendent Gordon's contract through June 30, 2025, by the following vote: 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions.

For purposes of public disclosure: Under the provisions of the Superintendent's existing contract, the Superintendent receives the same salary increase as SCOE bargaining units and managers, which will be 3% as of July 1, 2021.

President Ahola entertained a motion to ratify the extension of the Superintendent's contract.

Mr. Brown moved, and Ms. Davis seconded the motion to extend Superintendent's Employment Contract through June 30, 2025.

President Ahola asked Superintendent Gordon to conduct a roll call vote on this item:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – absent  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

President Ahola read the Sacramento County Office of Education mission.

Also, other staff present via teleconference were Brent Malicote and Matt Perry, Assistant Superintendents; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; and Tim Herrera, Director.

III. No Approval of Minutes

IV. Ms. Lefkovitz moved to adopt the agenda. Mr. Fong seconded the motion, which carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – absent  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

V. There was no official correspondence.

VI.A. Tim Herrera read Public Comments from the following:

Scott Rafferty  
Carolina Flores  
Magali Kincaid  
Mario Villegas  
Maria Grijalva  
Amy Kassouni

VI.B. There were no requests for presentations from Employee Organizations.

VII. Superintendent Gordon reported on the following:

Many of our districts have summer programs in progress with high attendance.

He announced the three new superintendents serving our districts: Lisa Pettis – Galt Joint High School District, Lois Yount – Galt Joint UESD, and Michael Wells – Elverta.

#### ONGOING DEI STUDY SESSIONS AND OTHER UPDATES

- We are coordinating efforts to confirm either September 28, 2021, or October 5, 2021, for a DEI Study Session, as well as March 1, 2022, where we will continue to learn, incorporate DEI, and partner with the Board in this important work. DEI updates will also be shared at the November 16, 2021, and January 11, 2022, Board meetings. At the June 28, 2021, Leadership meeting, a 90-minute interactive session has been scheduled that focuses on enhancing staff effectiveness in the area “Creating LGBTQ and Gender Inclusive Schools for School Leaders.” Board members are invited to attend.

#### SCOE VISION, MISSION, AND GOALS

- We have scheduled a series of dates for 2021-2022 to begin the important work of revising SCOE’s Vision, Mission, and Goals, which includes incorporating our focus on Diversity, Equity, and Inclusion. We will begin the process August 10 with the goal of completing the process in October or November.

#### COMMUNITY SCHOOLS

- Summer school is well underway. We are enrolling new students for Nathaniel S. Colley Sr. High School. NCCT is adding a mobile welding lab to complement our CTE courses.

#### SENIOR EXTENSION

- Summer school is operating across the county
  - We have added a faculty member with expertise in African American Studies. Outreach efforts are underway to recruit young adults who are moving into the area, without a high school diploma. We are identifying a new classroom at the Cordova Lane site as enrollment continues to grow.

#### EL CENTRO

- We have hired a Teacher Librarian to run the 21<sup>st</sup> Century Learning Center!
- El Centro enrollment seems to be stabilizing around 112 students, including a number of students enrolled in our early college program. In the past, these students would have been served by the Division of Juvenile Justice.



## SPECIAL EDUCATION UPDATE

- Summer program is underway.
  - Mod/severe programs started June 14 and run through July 9.
  - ED program: runs through July 2.
  - Preschool started June 14 and will run until July 22.
  - Students and staff are adjusting well to the 6-hour day. We finished the year with 4 hours a day in-person, the 6-hour days will help the students reacclimate to a full day prior to the 2021/2022 school year.
- Our team is working on plans for the start of the 2021/2022 school year.

## SUMMER EDUCATION INNOVATION CENTERS

- We have launched our free Summer Education Innovation Centers. We are partnering with local districts, community-based organizations, and non-profits to provide students with opportunities to re-engage with the excitement of learning. The centers are operating for five weeks: now through July 30. They will be closed the week of July 4. We currently have 220 students enrolled and enrollment is still open. The centers will offer a variety of integrated hands-on experiences such as arts, social emotional learning, outdoor education, physical activities, and science experiments.
- The Centers are operating at the following sites:
  - F.C. Joyce PK- 8 School, Twin Rivers
  - Thomas Edison Language (K-6) Institute, San Juan Unified
  - Rosa Parks K-8 School, Sac City Unified
- All participating students will have peer mentors who will be hired from local High School and College programs. So far, we have recruited 16 peer mentors.

## VACCINATION CLINICS

- As of June 10, we administered more than 3,800 first and second doses. We were successful in reaching young people by delivering nearly 400 first and second doses to eligible youth. What is also impressive is the fact that SCOE employees volunteered nearly 1,000 hours of their time to ensure the clinic's success. He thanked Safeway and Sacramento County Public Health for partnering with us to make the clinic a success. Meantime, we continue exploring opportunities to continue this collaboration.

## HEALTHY HeARTs EVENT

- On June 14, at McClatchy Park in Sacramento, he participated in an event celebrating the success of Healthy HeARTs and Minds. We were joined by Mayor Darrel Steinberg, Councilmember Jay Schenirer, and Trustee Lefkowitz.
- The program is a partnership between SCOE, the City of Sacramento Office of Arts and Culture, and several amazing nonprofit partners that use the arts to help address mental health issues, trauma, absenteeism, and other effects of the pandemic on youth.

- During the program, we distributed 10,000 art kits to students in 26 schools.

#### 2021 SUMMER OF CS KICKOFF

- For the third year, we are hosting the “Summer of CS.” It is California’s K-12 Computer Science Professional Development Week. Throughout June and July, the free conference will feature intensive, in-person professional learning, designed to help teachers of all subjects learn to infuse computer science into their courses. This week, we have 150 teachers, administrators, and counselors that we are serving remotely throughout the state. We are working with many partners: Santa Barbara County Office of Education, San Diego County Office of Education, Stanislaus County Office of Education, Riverside County Office of Education, and the CSforCA Coalition.

#### NATALIE WOODS ANDREWS AWARD

- As she begins her retirement from SCOE, he noted that retiring Early Learning Executive Director Dr. Natalie Woods Andrews received another recognition. She has been awarded the Innovations for Children Award by the Sierra Health Foundation for her outstanding leadership in service to students and families as the co-chair of the Steering Committee on Reduction of African American Child Deaths. She received the award at the Juneteenth Festival on Saturday at William Land Park.

#### JUNETEENTH

- This past Saturday, June 19, we recognized Juneteenth, which is now a national holiday. This commemorates the day in 1865 when the last remaining enslaved people in Galveston, Texas finally learned of their freedom, established by the Emancipation Proclamation over two years before. We want the recognition to serve as an opportunity to listen, engage in conversation, and remember the long struggle for true liberty and justice for all in the United States continues.

#### LABOR MANAGEMENT INITIATIVE PRESENTATION

- SCOE labor and administrative leaders were invited to present strategies and practices that have supported strong labor-management collaboration at the California Labor Management Initiative Virtual Summer Institute which was held today. This featured the SCOE team presenting their story and how collaborative problem solving has helped build trust and coherence at the county office as they worked to develop solutions to the challenges of COVID-19.
- Highlights of the presentation included:
  - Joint commitment to interest-based bargaining and collaborative problem solving.
  - Weekly communication on COVID-related issues and program planning with CSEA and SCOETA leaders and management team to alleviate questions and concerns.

- Proactive and open communication to address questions about transition to in-person instruction and support with program staff.
- Focus on continuous improvement to enhance, innovate, and sharpen SCOE programs to improve outcomes for students and support school districts and the community.
- We are proud of this collaborative partnership and look forward to our continued work together.

VIII.A. Ms. Davis moved and Ms. Talamantes seconded adoption of the consent agenda. By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community Schools Students

Motion carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
 Ms. Lefkovitz – yes  
 Mr. Keefer – absent  
 Mr. Fong – yes  
 Ms. Davis – yes  
 Mr. Brown – yes  
 Ms. Ahola – yes

Dr. Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: 2 candidates from El Centro Jr./Sr. High School; Rachel Garcia from Elinor Lincoln Hickey Jr./Sr. High School; Mohammed Nasrullah Tilbani from Elinor Lincoln Hickey Senior Extension; Myisah D. Hester, Julian Michael Lopez, and Jennifer Rivera-Serna from Gerber Senior Extension; Elias Aguirre from North Area Community School; and Colton Paul Coughran and Sukari Chevone McClish from North Area Senior Extension.

VIII.B. Mr. Brown moved, and Mr. Fong seconded approval of the contracts. Motion carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
 Ms. Lefkovitz – yes  
 Mr. Keefer – absent  
 Mr. Fong – yes  
 Ms. Davis – yes  
 Mr. Brown – yes  
 Ms. Ahola – yes

VIII.C. On a motion by Mr. Fong, seconded by Ms. Davis, the Board authorized staff to submit grant applications/service contracts and accept funding if awarded; and

approved contracts, positions, and other expenditures associated with the grants as outlined in the proposed budgets as follows:

1. \$2,250,298 Statewide Non-Profit Private School Professional Development (SNPSPD) grant from California Department of Education for fiscal years 2020-2021, 2021-2022, 2022-2023
2. \$654,006 California Student Opportunity and Access Program (Cal-SOAP) Grant from California Student Aid Commission for fiscal year 2021-2022
3. \$22,000 CA Student Aid Commission Capital Area Cash for College, Regional Coordinating Organization from California Student Aid Commission for fiscal year 2021-2022
4. \$192,000 Capital Area Promise Scholars (CAPS) Program from Sacramento Region Community Foundation for fiscal year 2021-2022
5. \$160,906 Foster Youth Services Coordinating Program/Child Protective Services (CPS) Collaborative Project from Sacramento County Department of Health and Human Services for fiscal year 2021-2022
6. \$2,097,702 Foster Youth Services Coordinating Program from California Department of Education for fiscal years 2021-2022, 2022-2023, 2023-2024
7. \$50,000 Sacramento Adult Day Reporting Center from Sacramento County Probation Department for fiscal year 2021-2022

Motion carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – absent  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.D. Ms. Lefkovitz moved, and Mr. Brown seconded the motion to adopt the 2021-2024 LCAP. Motion carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – absent  
Mr. Fong – yes  
Ms. Davis – yes

Mr. Brown – yes  
Ms. Ahola – yes

Dr. Perry provided technical edits – on page VIII.D.47., the actual figures in the box of percentage to increase or improve services for Foster Youth should be 2.82% and the increased apportionment based on the enrollment of Foster Youth, English learners, and low-income students should be \$809,337.

VIII.E. Ms. Davis moved, and Ms. Talamantes seconded the motion to approve the 2020-2021 Budget Revision No. 3. Motion carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – absent  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.F. Mr. Fong moved, and Ms. Lefkovitz seconded the motion to adopt the 2021-2022 Proposed Budget. Motion carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – absent  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes  
Ms. Ahola – yes

VIII.G. Dr. Herota presented the 2020-2021 Annual Report: Summary of Support (LCAP and Differentiated Assistance) to the Board.

VIII.H. Dr. Perry and Michael Kast, Executive Director, presented the Report on California Dashboard Local Indicators to the Board.

VIII.I. Ms. Talamantes moved, and Ms. Davis seconded the motion to Establish July 13, 2021 as the 2021-2022 Annual Organizational Meeting Date. Motion carried 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes  
Ms. Lefkovitz – yes  
Mr. Keefer – absent  
Mr. Fong – yes  
Ms. Davis – yes  
Mr. Brown – yes

Ms. Ahola – yes

VIII.J. Superintendent Gordon expressed his gratitude to the Board for establishing the SCOE Resiliency Scholarship Fund.

Ms. Stinson provided an overview of the SCOE Resiliency Scholarship Program. The Board also heard from Dr. Perry and Cal-SOAP Director Guadalupe Delgado. A video highlighting our first 12 scholarship recipients was shared with the Board.

Board members expressed gratitude for the video and the opportunity to see students.

IX.A. Ms. Davis – no report.

Mr. Fong – no report.

Mr. Keefer was absent.

Ms. Talamantes – no report.

Mr. Brown thanked Bina for initiating the scholarship fund. It would not have happened without her. He commented he is seeking donations from friends.

Ms. Lefkovitz thanked Dr. Brown for his fundraising efforts. She commented that she feels moved by the video and especially appreciates the mentoring piece of the program.

IX.B. President Ahola – no report.

IX.C. There were no committee reports.

X.A. There was no distribution of the June/July Events item.

X.B. There was no distribution of the June/July Site Visits item.

XI. Schedule for Future Board Meetings

A. July 13, 2021

B. July 24, 2021 – Board/Superintendent Retreat

XII. Ms. Talamantes moved to adjourn the meeting. Ms. Davis seconded the motion, which 6 ayes, 0 noes, 1 absent (Keefer), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – absent

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes  
Ms. Ahola – yes

The meeting adjourned at 7:30 p.m.

Respectfully submitted,

David W. Gordon  
Secretary to the Board

Date approved:

## SACRAMENTO COUNTY OFFICE OF EDUCATION

*PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION*

Board Meeting – July 13, 2021

**REGULAR APPOINTMENTS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Status</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date</b>	<b>Salary Placement</b>
Certificated	Court and Community Schools	Martinez, Fidel-Angel	New Hire	Teacher, Alternative Education 8 h/d 5 d/w 185 d/y PC# 070049	El Centro Jr/Sr High School	7/1/21	T-II-1
Certificated	Student Programs	Storrs, Jessie	New Hire	Librarian Media Teacher, Alternative Education 8 h/d 5 d/w 200 d/y PC# 210080	El Centro Jr/Sr High School	7/1/21	T-I-1
Certificated	Itinerant / Special Education Programs	West, Edith	New Hire	Vision Specialist 8 h/d 5 d/w 185 d/y PC# 000795	Itinerant/ Special Education Programs	8/9/21	T-IV-3
Classified	Support Services	DeGroot, Daniel	New Hire	Printing Production Specialist 8 h/d 5 d/w 244 d/y PC# 000201	Support Services	6/24/21	CL-42-A
Classified	Student Programs	Loeza Lara, Mateo	New Hire	Re-Entry Transition Specialist 8 h/d 5 d/w 244 d/y PC# 210059	Student Programs	6/30/21	CL-26-A
Classified	School of Education	Louen, Christine	New Hire	Staff Secretary 8 h/d 5 d/w 244 d/y PC# 180031	School of Education	7/6/21	CL-23-A

**TRANSFERS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Classification</b>	<b>From/To</b>	<b>Effective Date</b>
Certificated	Special Education	Kerwin, Bernadette	Teacher, SH	Natomas High School to Rio Linda High School	2021-2022 school year

**LIMITED TERM/TEMPORARY APPOINTMENTS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Status</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date/ Duration</b>
Certificated	Various	Belasco, Victoria	Substitute	Teacher	Various	6/8/21



**SEPARATIONS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Type</b>	<b>Name</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date</b>	<b>Reason for Leaving</b>
Management	Retirement	Adams, Tom	Coordinator, Facilities, Maintenance, and Operations	Mather/Missile	10/1/21 AMENDED	Retirement
Management	Retirement	Canale, Von	Coordinator, Financial Services	Cy Young Building	10/4/21	Retirement
Management	Resignation	Ely, Bethany	Coordinator, CAERC	DPMEC	9/30/21	Resignation
Management	Retirement	Perry, Matt	Assistant Superintendent	CCS, Re-Entry, College and Career Readiness	9/11/21	Retirement
Management	Resignation	Vass, Trevor	Systems Engineer	DPMEC	6/29/21	Resignation
Certificated	Resignation	Hilleby, Melissa	K-12 ELA Curriculum Specialist	Curriculum & Instruction	6/30/21	Resignation
Certificated	Retirement	Martinez, Deborah	Teacher for the Visually Impaired	Dry Creek Elementary	6/7/21	Retirement
Classified	Resignation	Ribeiro, Sara	Project Assistant 1	Prevention & Early Intervention	7/8/21	Resignation

**R E C A P**

	<b>Management</b>	<b>Certificated</b>	<b>Classified</b>	<b>Total</b>
Regular Appointments	0	3	3	6
Transfer	0	1	0	1
Limited Term/Temporary Appointments	0	1	0	1
<u>Separations</u>	5	2	1	8
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>16</b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

<b>Subject:</b> Award of Diplomas	<b>Agenda Item No.:</b>	IX.A.2.
	<b>Enclosures:</b>	0
<b>Reason:</b> Approval	<b>From:</b>	David W. Gordon
	<b>Prepared By:</b>	Dr. Matt Perry Michael Kast
	<b>Board Meeting Date:</b>	07/13/21

**BACKGROUND:**

The following students are scheduled to graduate from each of their respective schools and they have completed all requirements for high school graduation:

**El Centro Jr./Sr. High School**

3 candidates

**Leo A. Palmiter Jr./Sr. High School**

Kevin Crockett  
Joshua DeFilippis  
Jeremiah Gage-Thomas  
Emma Quartaroli  
Chauncey Waterfield

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends the Board approve the issuance of a high school diploma to the students listed above who have completed all requirements for graduation.

IX.A.2.1.

## **SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

<b>Subject:</b> 2021-2022 Consolidated Application Part I	<b>Agenda Item No.:</b> IX.A.3. <b>Enclosures:</b> 1
<b>Reason:</b> Approval	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry <b>Board Meeting Date:</b> 07/13/21

### **BACKGROUND:**

The California Department of Education (CDE) Consolidated Application Part I allows school districts and county offices of education to apply for available federal categorical program funding. This apportionment is made from federal funds provided to the state. This year the Sacramento County Office of Education (SCOE) will apply for four (4) federally funded programs listed on the Consolidated Application for 2020-2021.

### **Federal Programs**

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies – we received \$1,562,140 for the 2020-2021 school year. The award amount for the 2021-2022 school year has not been released by CDE.
- Title I, Part D, Subpart 2: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-risk – we received \$423,992 for the 2020-2021 school year. The award amount for the 2021-2022 school year has not been released by CDE.
- Title II, Part A: Supporting Effective Instruction, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA) (Public Law 114-95) – we received \$24,096 for the 2020-2021 school year. The award amount for the 2021-2022 school year has not been released by CDE.
- Title IV, Part A: Student and School Support (ESSA Sec.4101) – we received \$119,061 for the 2020-2021 school year. The award amount for the 2021-2022 school year has not been released by CDE.

### **Title I Programs**

Title I, Part A funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards.

Title I, Part D provides funds to improve educational services for formerly incarcerated youth or for neglected youth so that such youth have the opportunity to meet the same challenging state academic standards that all youth in the state are expected to meet.

Additionally, Title ID funds may be used to provide such youth with the services needed to make a successful transition from incarceration to further schooling or employment. Title II, Part A Program funds are apportioned to local educational agencies (LEAs) to increase student academic achievement through strategies focused on preparing, training, and recruiting high-quality teachers, principals, or other school leaders.

Title IV, Part A: Student Support and Academic Enrichment: A Federal program to increase the capacity of LEAs to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.

#### **SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board of Education approve the submission of the Consolidated Application Part I and the acceptance of funds allocated for the 2021-2022 school year.

**SACRAMENTO COUNTY BOARD OF EDUCATION  
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL  
July 13, 2021**

**FACILITIES DEVELOPMENT**

**Expenditure**

**Mohawk Commercial Inc.**

Contractor will provide all materials and labor for replacement of flooring at the SCOE locations of 10182 Missile Way, and the first and second floors of the 10150 Missile Way site.

New

Dates of Service: 07/14/21 – 10/31/21

Source of Funds: Deferred Maintenance Fund

\$43,026.30

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**SPECIAL EDUCATION**

**NCS Pearson, Inc.**

Contractor will provide the use of the Review 360 Special Education bundle for administration, teachers, and students at several SCOE Special Education sites. The software is a web-based positive behavior management system to address significant behavior challenges.

Renewal

Dates of Service: 07/14/21 – 06/30/22

Source of Funds: Special Education Budget

\$9,750.00

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**The Speech Pathology Group, Inc.**

Contractor will provide speech/language therapy services at SCOE school sites. Services will include direct and indirect activities as they pertain to eligible students in accordance with their Individualized Educational Plans.

New

Dates of Service: 07/14/21 – 06/30/22

Source of Funds: Special Education Budget

\$488,000.00

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**ADMINISTRATION**

**Inform 2 Inspire**

Contractor will work with SCOE to support school districts to effectively analyze data and make decisions based on evidence grounded data. Contractor will also provide ongoing professional development and coaching support for districts.

Renewal

Dates of Service: 07/14/21 – 06/30/22

Source of Funds: System of Support

\$33,750.00

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## RECAP

	<u>Expenditure</u>
Facilities Development	\$43,026.30
Special Education	\$497,750.00
Administration	\$33,750.00
<b>TOTAL</b>	<b>\$574,526.30</b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

Agenda Item No.:	IX.C.1.
Enclosures:	3
Board Meeting Date:	07/13/21

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** Comprehensive Literacy State Development (CLSD) Grant

**Department/Director:** Educational Services/Brent Malicote

**Funding Source:** California Department of Education

**Amount Requested:** \$5,001,660

**Fiscal Year(s):** 2021-2022, 2022-2023, 2023-2024

**Program Description:**

The Comprehensive Literacy State Development (CLSD) Grant from the California Department of Education, authorized by Sections 2222–2225 of the Elementary and Secondary Education Act of 1965, is aimed to build state and local capacity to establish, align, and implement local literacy initiatives that emphasize family and community involvement to address the needs of California’s most vulnerable children.

Through this grant, SCOE will use funding to:

- Provide intensive instruction on strategies to build literacy across the disciplines of English, History, Math, and Science in districts across the state.
- Form a Disciplinary Literacy Team to consult with the district(s) to further identify the most appropriate schools and grade levels to work with.
- Provide oversight and guidance to the statewide collaborative as well as provide coaching support to school districts, and middle and high schools in Sacramento County.

SCOE is submitting a proposal under Priority 5: Grades six through twelve (6–12) programs that build teacher capacity across disciplines for literacy instruction, including peer to peer coaching models.

**New Positions:**

Program Analyst I

**Subcontracts:**

- Allocations to the following County Offices of Education will include Glenn COE, Los Angeles COE, Marin COE, San Bernardino County Superintendent of Schools, San Diego COE, San Mateo COE, Siskiyou COE, and Tulare COE.
- Subcontracts to subject matter experts, determined in consultation with COE collaborative members.

**Evaluation Component:**

The evaluation will be completed by SCOE’s C-SAPA Department. The evaluation plan will be developed in consultation with C-SAPA and consistent with the guidelines described in the Request for Applications.

**Detailed Budgets Attached**

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☒ State
 ☐ Federal
 ☒ New Grant
 ☐ Continuing Grant

**Grant Title:** Comprehensive Literacy State Development (CLSD) Grant

**Contact Person/Dept. /Phone #:** Educational Services/ Brent Malicote

**Approved Budget Dates:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.48	72,080		72,080
Salaries - Classified (FTE): 0.75	49,020		49,020
Temporary Employees			0
Employee Benefits	41,248		41,248
Books and Supplies	5,762		5,762
Travel and Conference	4,795		4,795
Subcontracts Not Subject to Indirect	1,350,000		1,350,000
Subcontracts Subject to Indirect	135,000		135,000
Other Services / Operating Expenses	84,505		84,505
Communications (postage/phones)	0		0
Printing Services	0		0
Indirect % 8.00	29,043		29,043
Other:			0
<b>Totals</b>	<b>\$ 1,771,453</b>	<b>\$ 0</b>	<b>\$ 1,771,453</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.48	40M	72,080	
Program Analyst	0.75	36A/B	49,020	
<b>Totals</b>	<b>1.23</b>		<b>\$121,100</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: TO

Date: 6/14/21



# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation    ☐ Local    ☒ State    ☐ Federal    ☒ New Grant    ☐ Continuing Grant

**Grant Title:** Comprehensive Literacy State Development (CLSD) Grant

**Contact Person/Dept. /Phone #:** Educational Services/ Brent Malicote

**Approved Budget Dates:** 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.48	73,523		73,523
Salaries - Classified (FTE): 0.75	52,380		52,380
Temporary Employees			0
Employee Benefits	42,350		42,350
Books and Supplies	5,590		5,590
Travel and Conference	7,500		7,500
Subcontracts Not Subject to Indirect	1,260,000		1,260,000
Subcontracts Subject to Indirect	110,000		110,000
Other Services / Operating Expenses	79,500		79,500
Communications (postage/phones)	0		0
Printing Services	0		0
Indirect % 8.00	27,393		27,393
Other:			0
<b>Totals</b>	<b>\$ 1,658,236</b>	<b>\$ 0</b>	<b>\$ 1,658,236</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.48	40M	73,523	
Program Analyst	0.75	36B/C	52,380	
<b>Totals</b>	<b>1.23</b>		<b>\$125,903</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: TO MS

Date: 6/14/21

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☒ State
 ☐ Federal
 ☒ New Grant
 ☐ Continuing Grant

**Grant Title:** Comprehensive Literacy State Development (CLSD) Grant

**Contact Person/Dept. /Phone #:** Educational Services/ Brent Malicote

**Approved Budget Dates:** 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.48	75,115		75,115
Salaries - Classified (FTE): 0.75	56,107		56,107
Temporary Employees			0
Employee Benefits	43,737		43,737
Books and Supplies	5,362		5,362
Travel and Conference	7,500		7,500
Subcontracts Not Subject to Indirect	1,170,000		1,170,000
Subcontracts Subject to Indirect	180,000		180,000
Other Services / Operating Expenses	6,500		6,500
Communications (postage/phones)	0		0
Printing Services	0		0
Indirect % 8.00	27,650		27,650
Other:			0
<b>Totals</b>	<b>\$ 1,571,971</b>	<b>\$ 0</b>	<b>\$ 1,571,971</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.48	40M	75,115	
Program Analyst	0.75	36C/D	56,107	
<b>Totals</b>	<b>1.23</b>		<b>\$131,222</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: TO

Date: 6/14/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

**Grant/Contract Proposal Abstract**

Agenda Item No.: IX.C.2.

Enclosures: 3

Board Meeting Date: 07/13/21

**Title of Grant/Contract:** After School Education and Safety Program: Technical Assistance System of Support for Expanded Learning Grant

**Department/Director:** Educational Services/Brent Malicote

**Funding Source:** California Department of Education/Expanded Learning

**Amount Requested:** \$1,340,520

**Fiscal Year(s):** 2021-2022, 2022-2023, 2023-2024

**Program Description:**

California will be awarded the After School Education and Safety (ASES) grant. Through this grant, the Sacramento County Office of Education (SCOE) will operate as the Regional Lead for the Region 3 after and before school programs to provide technical assistance for all ASES grantees. The Technical Assistance System of Support for Expanded Learning (SSEL) grant provides core technical assistance support for prospective and current grantees. This support includes training and assistance related to accessing local, regional, and statewide resources. ASES funds also allow the Regional Lead to provide high quality training to after school staff that will help support the regular day with the Common Core and Next Generation Science Standards. Additionally, SCOE will provide direct support to grantees at the site and regional levels. The two main areas of focus for the SSEL grant are as follows:

- Provide technical assistance to all grantees and sites to support the implementation of programs that fully address all ASES requirements.
- Build capacity throughout the region they serve to develop, implement, and sustain support for effective after and before school programs.

**New Positions:**

None

**Subcontracts:**

Fred L. Jones Consulting, CALEAD, Crocker Art Museum, B Street Theater, Jason Seals, and other subcontracts to address regional need.

**Evaluation Component:**

Monitoring of the Region 3 Work Plan will be summarized in the quarterly Progress Reports and quarterly Budget Reports and submitted to the California Department of Education as required.

**Detailed Budgets Attached**

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation    ☐ Local    ☒ State    ☐ Federal    ☐ New Grant    ☒ Continuing Grant

**Grant Title:** ASES Program: Technical Assistance System of Support for Expanded Learning Grant

**Contact Person/Dept. /Phone #:** Educational Services / Brent Malicote

**Approved Budget Dates:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.77	100,595		100,595
Salaries - Classified (FTE): 0.05	7,671		7,671
Temporary Employees			0
Employee Benefits	26,680		26,680
Books and Supplies	2,000		2,000
Travel and Conference	500		500
Subcontracts Not Subject to Indirect	275,100		275,100
Subcontracts Subject to Indirect	20,000		20,000
Other Services / Operating Expenses	5,866		5,866
Communications (postage/phones)	0		0
Printing Services	250		250
Indirect % 5.00	8,178		8,178
Other:			0
<b>Totals</b>	<b>\$ 446,840</b>	<b>\$ 0</b>	<b>\$ 446,840</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.38	29M	44,941	
After School Specialist, Regional Lead	0.39	38M	55,654	
Coord., Spec Proj	0.05	36M	7,671	
<b>Totals</b>	<b>0.82</b>		<b>\$108,266</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: TO MS

Date: 6/14/21

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation    ☐ Local    ☒ State    ☐ Federal    ☐ New Grant    ☒ Continuing Grant

**Grant Title:** ASES Program: Technical Assistance System of Support for Expanded Learning Grant

**Contact Person/Dept. /Phone #:** Educational Services / Brent Malicote

**Approved Budget Dates:** 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.77	103,185		103,185
Salaries - Classified (FTE): 0.05	7,824		7,824
Temporary Employees			0
Employee Benefits	27,218		27,218
Books and Supplies	2,000		2,000
Travel and Conference	500		500
Subcontracts Not Subject to Indirect	275,100		275,100
Subcontracts Subject to Indirect	20,000		20,000
Other Services / Operating Expenses	2,585		2,585
Communications (postage/phones)	0		0
Printing Services	250		250
Indirect % 5.00	8,178		8,178
Other:			0
<b>Totals</b>	<b>\$ 446,840</b>	<b>\$ 0</b>	<b>\$ 446,840</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.38	29M	45,840	
After School Specialist, Regional Lead	0.39	38M	57,345	
Coord., Spec Proj	0.05	36M	7,824	
<b>Totals</b>	<b>0.82</b>		<b>\$111,009</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: To 

Date: 6/14/21



# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation    ☐ Local    ☒ State    ☐ Federal    ☐ New Grant    ☒ Continuing Grant

**Grant Title:** ASES Program: Technical Assistance System of Support for Expanded Learning Grant

**Contact Person/Dept. /Phone #:** Educational Services / Brent Malicote (916) 228-2653

**Approved Budget Dates:** 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.77	103,185		103,185
Salaries - Classified (FTE): 0.05	7,824		7,824
Temporary Employees			0
Employee Benefits	27,762		27,762
Books and Supplies	2,000		2,000
Travel and Conference	500		500
Subcontracts Not Subject to Indirect	275,100		275,100
Subcontracts Subject to Indirect	15,000		15,000
Other Services / Operating Expenses	7,041		7,041
Communications (postage/phones)	0		0
Printing Services	250		250
Indirect % 5.00	8,178		8,178
Other:			0
<b>Totals</b>	<b>\$ 446,840</b>	<b>\$ 0</b>	<b>\$ 446,840</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.38	29M	45,840	
After School Specialist, Regional Lead	0.39	38M	57,345	
Coord., Spec Proj	0.05	36M	7,824	
<b>Totals</b>	<b>0.82</b>		<b>\$111,009</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: To MC

Date: 6/14/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Agenda Item No.: IX.C.3.

Enclosures: 3

Board Meeting Date: 07/13/21

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** 21<sup>st</sup> Century Community Learning Centers (CCLC): Technical Assistance System of Support for Expanded Learning Grant

**Department/Director:** Educational Services/Brent Malicote

**Funding Source:** California Department of Education/Expanded Learning

**Amount Requested:** \$1,340,520

**Fiscal Year(s):** 2021-2022, 2022-2023, 2023-2024

**Program Description:**

California will be awarded the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant, which includes Elementary/Middle and After School Safety and Enrichment for Teens (ASSETs). The System of Support for Expanded Learning (SSEL) Programs grant provides the Sacramento County Office of Education (SCOE) the opportunity to serve as the Regional Lead for Region 3. As a Regional Lead, SCOE will provide field-based technical assistance and support to after and before school and summer programs grantees in California. SCOE will work in partnership with the California Department of Education as part of the SSEL Grant. SCOE will provide core technical assistance support for prospective and current grantees. This support includes training and assistance related to accessing local, regional, and statewide resources. The two main areas of focus for the SSEL grant are as follows:

- Provide technical assistance to all grantees and sites to support the implementation of programs that fully address all 21<sup>st</sup> CCLC, and ASSETs requirements.
- Build capacity throughout the region they serve to develop, implement, and sustain support for effective after and before school and summer programs.

**New Positions:**

None

**Subcontracts:**

Fred L. Jones Consulting, CALEAD, Crocket Art Museum, B Street Theater, Jason Seals, and other subcontractors to address regional needs.

**Evaluation Component:**

Monitoring of the Region 3 Work Plan will be summarized in the quarterly Progress and Budget Reports submitted to the California Department of Education as required.

**Detailed Budgets Attached**

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation    ☐ Local    ☐ State    ☒ Federal    ☐ New Grant    ☒ Continuing Grant

**Grant Title:** 21st CLCC: Technical Assistance System of Support for Expanded Learning Grant

**Contact Person/Dept. /Phone #:** Educational Services/Brent Malicote (916) 228-2653

**Approved Budget Dates:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.93	121,500		121,500
Salaries - Classified (FTE): 0.05	7,671		7,671
Temporary Employees			0
Employee Benefits	31,750		31,750
Books and Supplies	7,698		7,698
Travel and Conference	2,019		2,019
Subcontracts Not Subject to Indirect	238,500		238,500
Subcontracts Subject to Indirect	20,562		20,562
Other Services / Operating Expenses	6,770		6,770
Communications (postage/phones)	200		200
Printing Services	250		250
Indirect % 5.00	9,920		9,920
Other:			0
<b>Totals</b>	<b>\$ 446,840</b>	<b>\$ 0</b>	<b>\$ 446,840</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.47	29M	55,727	
After School Specialist, Regional Lead	0.46	38M	65,773	
Coord., Spec Proj	0.05	36M	7,671	
<b>Totals</b>	<b>0.98</b>		<b>\$129,171</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: TO MX

Date: 6/4/21



# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☐ State
 ☒ Federal
 ☐ New Grant
 ☒ Continuing Grant

**Grant Title:** 21st CLCC: Technical Assistance System of Support for Expanded Learning Grant

**Contact Person/Dept. /Phone #:** Educational Services/Brent Malicote (916) 228-2563

**Approved Budget Dates:** 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.93	124,613		124,613
Salaries - Classified (FTE): 0.05	7,824		7,824
Temporary Employees			0
Employee Benefits	32,389		32,389
Books and Supplies	5,266		5,266
Travel and Conference	2,019		2,019
Subcontracts Not Subject to Indirect	238,500		238,500
Subcontracts Subject to Indirect	20,000		20,000
Other Services / Operating Expenses	5,859		5,859
Communications (postage/phones)	200		200
Printing Services	250		250
Indirect % 5.00	9,920		9,920
Other:			0
<b>Totals</b>	<b>\$ 446,840</b>	<b>\$ 0</b>	<b>\$ 446,840</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.47	29M	56,841	
After School Specialist, Regional Lead	0.46	38M	67,772	
Coord., Spec Proj	0.05	36M	7,824	
<b>Totals</b>	<b>0.98</b>		<b>\$132,437</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: TO MS

Date: 6/14/21

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☐ State
 ☒ Federal
 ☐ New Grant
 ☒ Continuing Grant

**Grant Title:** 21st CLCC: Technical Assistance System of Support for Expanded Learning Grant

**Contact Person/Dept. /Phone #:** Educational Services/Brent Malicote (916) 228-2653

**Approved Budget Dates:** 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.93	124,613		124,613
Salaries - Classified (FTE): 0.05	7,824		7,824
Temporary Employees			0
Employee Benefits	33,036		33,036
Books and Supplies	5,266		5,266
Travel and Conference	2,000		2,000
Subcontracts Not Subject to Indirect	238,500		238,500
Subcontracts Subject to Indirect	20,000		20,000
Other Services / Operating Expenses	5,231		5,231
Communications (postage/phones)	200		200
Printing Services	250		250
Indirect % 5.00	9,920		9,920
Other:			0
<b>Totals</b>	<b>\$ 446,840</b>	<b>\$ 0</b>	<b>\$ 446,840</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.47	29M	56,841	
After School Specialist, Regional Lead	0.46	38M	67,772	
Coord., Spec Proj	0.05	36M	7,824	
<b>Totals</b>	<b>0.98</b>		<b>\$132,437</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: TO MS

Date: 6/14/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Agenda Item No.: IX.C.4.

Enclosures: 1

Board Meeting Date: 07/13/21

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** Workability I Statewide Professional Development Grant

**Department/Director:** SELPA/Dr. Nancy Herota

**Funding Source:** California Department of Education (CDE)

**Amount Requested:** \$412,374

**Fiscal Year(s):** 2021-2022

**Program Description:**

The Sacramento County Office of Education (SCOE), in partnership with California Transition Alliance will organize a statewide professional development and technical assistance institute to support LEAs with secondary transition using research-based best practices. The statewide institute shall provide guidance on the variety of topics, and specifically focus on the theme of how to address the secondary transition process within middle and high school settings. The statewide institute will include workshops, webinars, and modules that will be available through a website, on-site, or virtual modalities.

Topics to be covered:

- Secondary transition models in urban areas, rural areas, and smaller communities that lack resources
- Career Development and virtual options for career exploration
- Best practices for cross agency collaboration for the provision of secondary transition services via Local Partnership Agreements
- Workshops for apprenticeships, internships (paid or unpaid), technical and career programs, and community-based vocational instruction
- Alternate Diploma Pathways, student centered planning, writing appropriate, and measurable postsecondary goals in the IEP
- Parent and family collaboration in the IEP transition process
- Essential skills for life and employment for youth with disabilities

**New Positions:**

None

**Subcontracts:**

California Transition Alliance will be responsible for the conference/workshop planning, and logistics.

**Evaluation Component:**

SCOE will participate in monthly conference calls with subcontractor and planning committee to update the CDE on the progress of the grant deliverables which includes a final summary report of the statewide institute. The committee shall collect qualitative and quantitative data on website and social media access, and surveys for workshops to capture challenges and successes to inform upcoming topics for regionalized future training. This information will be included in the final summary report to CDE.

**Detailed Budget Attached**

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☒ State
 ☐ Federal
 ☒ New Grant
 ☐ Continuing Grant

**Grant Title:** Workability I Statewide Professional Development Grant

**Contact Person/Dept. /Phone #:** Debbie Morris/SELPA/228-2447

**Fiscal Year:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05	7,123		7,123
Salaries - Classified (FTE): 0.05	2,867		2,867
Temporary Employees			0
Employee Benefits	2,934		2,934
Books and Supplies			0
Travel and Conference	5,000		5,000
Subcontracts Not Subject to Indirect	365,629		365,629
Subcontracts Subject to Indirect	25,000		25,000
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect %	3,821		3,821
Other:			0
<b>Totals</b>	<b>\$412,374</b>	<b>\$0</b>	<b>\$412,374</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
SELPA Administrator	0.05	38/01	7,123	
Secretary	0.05	23/06	2,867	
<b>Totals</b>	<b>0.10</b>		<b>\$9,990</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: 

Date: 6/9/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Agenda Item No.: IX.C.5.

Enclosures: 1

Board Meeting Date: 07/13/21

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** Quality Counts California Workforce Pathways Grant

**Department/Director:** Educational Services/Brent Malicote

**Funding Source:** California Department of Education/Early Learning and Care Division

**Amount Requested:** \$358,743

**Fiscal Year(s):** 2021-2022

**Program Description:**

For the 2021-2022 program year, the Sacramento County Office of Education (SCOE) will receive a Quality Counts California (QCC) Workforce Pathways Grant from the California Department of Education/Early Learning and Care (CDE/ELC) Division. The purpose of the grant is to support increased learning and healthy development of California's young children by increasing the number of qualified Early Learning and Care (ELC) professionals and enhancing the educational credentials, knowledge, and competencies of existing ELC professionals across the state.

**New Positions:**

None

**Subcontracts:**

Child Action, Inc. (CAI) in the amount of \$337,296 for the period of July 1, 2021 through June 30, 2022 to support implementation of the QCC Workforce Pathways plans to address the number of qualified Early Learning and Care (ELC) professionals and increase the educational credentials, knowledge, and competencies of existing ELC professionals.

**Evaluation Component:**

In addition to the annual expenditure reports to be submitted to CDE/ELC, SCOE will submit measurable outcomes identified in the implementation plan provided by the Sacramento Local Child Care and Development Council that include:

- Increasing the number of qualified ELC professionals
- Increasing the number of individuals who successfully complete additional early childhood education class units at the local community college or university
- Increasing the number of individuals who successfully acquire and retain child development permits

**Detailed Budget Attached**

**SACRAMENTO COUNTY OFFICE OF EDUCATION**  
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation    ☐ Local    ☒ State    ☒ Federal    ☐ New Grant    ☒ Continuing Grant

**Grant Title:** Quality Counts California Workforce Pathways Grant

**Contact Person/Dept. /Phone #:** Brent Malicote / Educational Services / (916) 228-2653

**Fiscal Year:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.20	12,712		12,712
Temporary Employees			0
Employee Benefits	4,939		4,939
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect	312,296		312,296
Subcontracts Subject to Indirect	25,000		25,000
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	3,796		3,796
Other:			0
<b>Totals</b>	<b>\$358,743</b>	<b>\$0</b>	<b>\$358,743</b>
<b>Positions included:</b>			
Title	FTE	Range/Step	Grant Authorized Amount
Program Analyst	0.20	36A/B	12,712
<b>Totals</b>	<b>0.20</b>		<b>\$12,712</b>

Revised 07/15

Initials of Grants Financial Staff: HY *MS*

Date: 06/22/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Agenda Item No.: IX.C.6.

Enclosures: 1

Board Meeting Date: 07/13/21

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** STEAM Hub: Science, Technology, Engineering, Art, & Mathematics for Expanded Learning, Year 9

**Department/Director:** Educational Services/Brent Malicote

**Funding Source:** California Department of Education/Expanded Learning Division

**Amount Requested:** \$195,000

**Fiscal Year(s):** 2021-2022

**Program Description:**

Through this grant, the Sacramento County Office of Education (SCOE) will operate as a Regional Science, Technology, Engineering, Art, and Mathematics (STEAM) Hub to provide Region 3 with technical assistance to support high-quality STEAM activities during the expanded learning hours, including after and before school and summer programs. This support includes training and assistance related to accessing local, regional, and statewide resources. These funds assist expanded learning programs that serve K-12 grade students. These funds allow the STEAM Hubs to facilitate a Community of Practice to provide high-quality training to staff that will help support the regular day with the Next Generation Science Standards, Art, hands-on activities, project-based learning that engages the whole child. Additionally, SCOE provides direct support to the STEAM Hub participants at the site level and through regional events.

The two main areas of focus for this STEAM Hub grant period are to:

- Provide professional development and resources through the Community of Practice model, to the expanded learning programs staff and leadership with a STEAM focus.
- Provide opportunities and resources that help to engage all expanded learning program students in high-quality STEAM activities.

**New Positions:**

None

**Subcontracts:**

Systems Awareness, CALEAD, California School-Age Consortium, CynDee Zandes, Fred Jones, Crocker Art Museum, and other subcontracts to address regional need.

**Evaluation Component:**

Monitoring of the Region 3 Work Plan will be summarized in quarterly progress and budget reports submitted to the California Department of Education as required.

**Detailed Budget Attached**

**SACRAMENTO COUNTY OFFICE OF EDUCATION**  
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation    ☐ Local    ☒ State    ☒ Federal    ☐ New Grant    ☒ Continuing Grant

**Grant Title:** STEAMHub: Science, Technology, Engineering, Art & Mathematics for Expanded Learning, Year 9

**Contact Person/Dept. /Phone #:** Educational Services/Brent Malicote (916) 228-2653.

**Approved Budget Dates:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.38	50,403		50,403
Salaries - Classified (FTE): 0.10	15,341		15,341
Temporary Employees			0
Employee Benefits	16,865		16,865
Books and Supplies	1,500		1,500
Travel and Conference	1,000		1,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect	97,000		97,000
Other Services / Operating Expenses	3,605		3,605
Communications (postage/phones)			0
Printing Services			0
Indirect % 5.00	9,286		9,286
Other:			0
<b>Totals</b>	<b>\$ 195,000</b>	<b>\$ 0</b>	<b>\$ 195,000</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.16	29M	19,175	
After School Specialist, Regional Lead	0.16	38M	23,129	
Curriculum Specialist	0.06	38M	8,099	
Coord., Spec Proj	0.10	36M	15,341	
<b>Totals</b>	<b>0.48</b>		<b>\$65,744</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: *To*

Date: 6/9/21 *MS*



**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

<b>Agenda Item No.:</b>	<b>IX.C.7.</b>
<b>Enclosures:</b>	<b>1</b>
<b>Board Meeting Date:</b>	<b>07/13/21</b>

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** Safe Schools for All

**Department/Director:** Administration/Dr. Nancy Herota

**Funding Source:** California Department of Education (CDE)

**Amount Requested:** \$300,000

**Fiscal Year(s):** 2021-2022

**Program Description:**

The Sacramento County Office of Education (SCOE) was awarded funding from the California Department of Education (CDE) to implement the Safe Schools for All (AB 86) initiative. This initiative will be implemented in partnership with the Sacramento County Department of Health Services (DHS) to focus on updating a strategic plan and expanding the capacity of SCOE and local districts to provide mental health services and other related support. SCOE and DHS will work collaboratively to implement all aspects of the plan for Sacramento County.

SCOE will focus on the following areas:

- Work with DHS and an external facilitator to lead a collaborative process to update the 10-year Sacramento Student Mental Health and Wellness (SMHW) Plan to meet current needs.
- Expand Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) emotions training, focused on evidence-based approaches to social emotional learning for Districts in Sacramento County.
- Work in partnership with DHS to:
  - Hire a consultant to refine the Medi-Cal reimbursement system for the Sacramento County Mental Health Initiative.
  - Hire a consultant to develop a learning collaborative to build Local Education Agency (LEA) capacity to maximize federal reimbursements for school-based health services, including mental health.

**New Positions:**

None

**Subcontracts:**

Consultants will be identified to meet local mental health service needs

**Evaluation Component:**

None

**Detailed Budget Attached**

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☐ State
 ☐ Federal
 ☐ New Grant
 ☐ Continuing Grant

Grant Title: \_\_\_\_\_

Contact Person/Dept. /Phone #: \_\_\_\_\_ /Administration Department

Fiscal Year: \_\_\_\_\_

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			
Salaries - Classified (FTE):			
Temporary Employees			
Employee Benefits			
Books and Supplies			
Travel and Conference			
Subcontracts Not Subject to Indirect			
Subcontracts Subject to Indirect			
Other Services / Operating Expenses			
Communications (postage/phones)			
Printing Services			
Indirect %			
Other:			
<b>Totals</b>			

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
<b>Totals</b>				

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

<b>Subject:</b> Overview of Process for Adjusting Sacramento County Board of Education Trustee Areas Based Upon 2020 Census	<b>Agenda Item No.:</b> IX.D. <b>Enclosures:</b> 0
<b>Reason:</b> Informational	<b>From:</b> David W. Gordon <b>Prepared By:</b> Teresa Stinson <b>Board Meeting Date:</b> 07/13/21

**BACKGROUND:**

After each decennial federal census, county board of education trustee areas must be assessed and potentially adjusted to meet legally required population criteria. (Ed. Code, § 1002(b).) Cooperative Strategies, LLC is under contract to assist the Sacramento County Board of Education (Board) in developing a redistricting plan based on population data from the 2020 federal census, which may not be available until September 2021. The firm will provide a brief overview of the process for evaluating and revising as necessary the Board's trustee areas.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

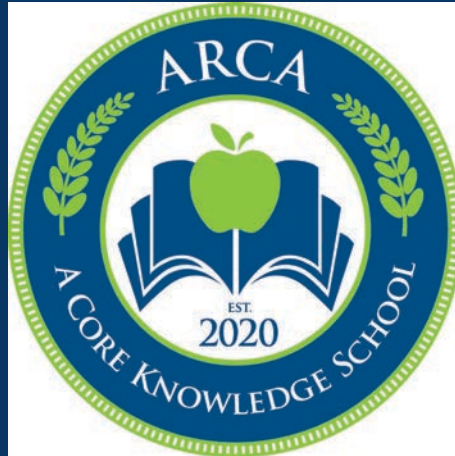
10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

<b>Subject:</b> American River Collegiate Academy Charter School End of Year Report	<b>Agenda Item No.:</b> IX.E. <b>Enclosures:</b> 29
<b>Reason:</b> Informational	<b>From:</b> David W. Gordon <b>Prepared By:</b> Teresa Stinson <b>Board Meeting Date:</b> 07/13/21

**BACKGROUND:**

Following approval by the Sacramento County Board of Education (Board), the American River Collegiate Academy (ARCA) charter school opened in 2020-2021 with grades K-1. We have attached an Annual Update prepared by ARCA. At the Board meeting, the Board's charter oversight contractor, Nancy Brownell, will provide an end of year report, and a representative of ARCA will provide updates regarding the charter.

This item is provided for information and no action is required by the Board.



AMERICAN RIVER COLLEGIATE ACADEMY

# Annual Update

## 2020-2021

July 1, 2021

## OVERVIEW

American River Collegiate Academy began serving students on August 13, 2020. Due to COVID-19 and the stay at home orders, we had to begin our year in a virtual learning environment. Although this was not what we had hoped for, we were well prepared and ready for students when the first day of school finally arrived. All students were provided with the necessary tools to engage in learning including iPads, textbooks, school supplies, and hot-spots to those who needed them. Prior to opening, we held several virtual events to prepare our staff and families for this exciting grand opening. Our teachers and staff participated in seven professional learning days, held our Meet the Teacher day, and provided technology training. It was exciting to meet the newest members of the Rocklin Academy Family of Schools. We also held our first virtual Back to School Night and have hosted several “family fun nights” to help develop relationships and build community.

Following strict health and safety guidelines and approval through Sacramento County Public Health, we welcomed students onto our temporary campus on October 12th in a hybrid model. On April 5, 2021 we transitioned to an educational model that brought students back on campus for 4 ½ hours per day, 5 days a week. Currently, we serve 20 kindergarteners and 10 first graders. Of those, 27% opted for our virtual program. Our hybrid learning model consisted of AM/PM cohorts. We have been providing subsidized child care to 17% of our student population each day.

We are very excited to be serving the area of Citrus Heights. The COVID-19 pandemic has proven to be challenging with opening a new school, however we are pleased with our first year and have enjoyed getting to know our families and the community. We seek to serve a student population that reflects the diversity of the community of Citrus Heights and are open to all students regardless of race, gender, socioeconomic status, or disability.

### Enrollment and Demographics

#### Ethnic Breakdown

	<b>American River Collegiate Academy</b> (2020-2021)	<b>San Juan Schools Near ARCA</b> (2019-2020)	<b>San Juan Unified School District</b> (2019-2020)
African American	3%	4%	7%
American Indian/Alaska Native	0%	<1%	<1%
Asian	17%	2%	7%
Filipino	0%	1%	<1%

Hispanic or Latino	13%	31%	25%
Pacific Islander	0%	<1%	<1%
White	40%	55%	51%
Two or More Races	27%	6%	7%
<b>Student Groups</b>			
English Learners	16%	16%	14%
Foster Youth	0%	1%	<1%
Homeless	0%	6%	4%
Students with Disabilities	3%	14%	13% (9% in K-1)
504	7%	Internal Data	Internal Data
Socioeconomically Disadvantaged	33%	62%	54%

Data above has been rounded to the nearest percent.

San Juan Schools near ARCA include: Mariposa Avenue Elementary, Carriage Drive Elementary and Woodside K-8

It is important to understand that students' disabilities are often not identified as early as Kindergarten and 1st grade. When calculating the percentage of students with disabilities who are in Kindergarten and 1st grade only, in the San Juan Unified School District, it is 9%. This data is not available at the school level by grade, so we were unable to calculate this for the schools near American River Collegiate Academy.

## Demographic Data

### Gender Breakdown

Male	47%
Female	53%

### Student Enrollment Information for 2020-2021

Kindergarten	20
1st Grade	10
Total	30

### Free and Reduced Lunch Eligibility

American River Collegiate Academy provides free and reduced lunch for students who meet eligibility requirements.

<b>American River Collegiate Academy</b> (2020-21)	<b>San Juan Schools Near ARCA</b> (2019-2020)	<b>San Juan Unified School District</b> (2019-2020)
10 (33%)	757 (60.8%)	27,310 (53.7%)

### Marketing and Recruitment Plans

In addition to the marketing and recruitment efforts prior to school opening, we have been working with a marketing team to promote American River Collegiate Academy. Radio commercials ran on six radio stations in the Sacramento area including:

- 106.5 The End
- 98 Rock
- 96.9 The Eagle
- 94.7 KKDO
- 102.5 KSFM
- 1320 AM KIFM

Additionally, we ran bulletin boards to promote American River on each of the stations, utilizing Search Engine Marketing (SEM). Beginning in January we implemented additional strategies that included an ARCA Facebook page, canvassing the neighborhoods near the anticipated long-term site, and new updates to the website that provided interested families with information about our school. We also hosted several information nights for interested families.

In an effort to mirror the enrollment of the San Juan Unified School District schools closest to the proposed American River Collegiate Academy site, we are offering enrollment preferences to socioeconomically disadvantaged students, foster youth students, and San Juan Unified residents. Preferences are also offered to siblings of currently enrolled students and children of full-time employees and board members.

When COVID-19 restrictions are lifted and in-person activities are allowable we would like to become more involved in the community and get to know the families. We have identified various community businesses, political organizations, food banks, churches, and preschools to partner with. We have also identified low-income housing complexes in the area and hope to host dinner and information nights to get to know the residents and share information about American River Collegiate Academy.



We have made many efforts to attract a diverse student population through canvassing neighborhoods, passing out multi-language flyers, putting door hangers on homes, hosting information nights and community events, and working with a Russian-speaking marketing firm to promote our school in Russian-speaking media platforms. Because we do not ask for demographic information prior to enrollment in our school, it is necessary to wait until they enroll to monitor how effective these efforts have been. As of June 4, 2021 we have a total of 69 students who are enrolled for the 2021-22 academic year. We have noted an increase in the percentage of socioeconomically disadvantaged students by 6.2% and students with disabilities by 5.7%. The below table reflects the demographics of ARCA students in 2021-22.

### American River Collegiate Academy Demographics 2021-2022

<b>Ethnicity</b>	<b>Percentages</b>
African American	2.9%
American Indian/Alaska Native	0%
Asian	15.9%
Filipino	0%
Hispanic or Latino	20.3%
Pacific Islander	0%
White	43.5%
Two or More Races	17.4%
<b>Student Group</b>	<b>Percentages</b>
English Learners	8.7%
Foster Youth	0%
Homeless	0%
Students with Disabilities	8.7%
Socioeconomically Disadvantaged	23.2%

We produced multi-language flyers in Spanish/English and Russian/English. These were mailed to Single Mom Strong and the Sayonara Center. The Spanish/English flyers were shared with all HeadStart preschools in Citrus Heights and Orangevale. We also sent electronic copies for preschools to include in their distribution/communication to families, and offered to meet with individual families or host an information night.



We continue to engage with community organizations with which we have established relationships, including the Chamber of Commerce, Rotary, Single Mom Strong, and the Sayonara Center as we have been able. We also have been leaning on our families to build additional connections with other ethnic CBOs and local churches. We are continuing toward developing the parcel of land in Citrus Heights, and have had meetings with members of that direct community, after distributing flyers around the neighborhood. We have also had continued conversations with the leadership of the church next door who continues to be eager to develop a strong partnership. This has been challenging work through the pandemic, but we continue to make connections and build community partnerships where we can.

This year our site was pleased to partner with The Heights Church located off Sylvan Road in Citrus Heights. The Heights Church serves students and schools within the Citrus Heights city limits and was delighted to hear that we are a viable option for students learning in the local community. A donation of individual student headphones were provided to help students access technology. Additional support was offered but our organization was able to provide all technological needs for our students.

We were excited to deliver “Home of an Otter!” lawn signs to all our new and existing students.



## Monitoring Student Progress

Student progress at American River Collegiate Academy is continuously monitored using various structures executed with the greatest intent. From the start of the year, a team of educators met to identify Super Standards and create a Year Long Plan that includes common assessments across the grade level and district. These assessments are used as measures to identify and target student academic progress and development.

American River Collegiate Academy is a professional learning community that values data, encourages meaningful professional conversations focused on student learning and outcomes, and utilizes formative and summative assessments to target instruction and individualized student work. Structures used to facilitate those conversations and collaboration include protected professional learning time for goal setting through our Collaborative Inquiry process. Teachers dedicate time to analyzing data and setting goals to improve student learning. Our schedule offers at least 30 minutes of enrichment time to meet the needs of students that would be best met through intervention. This Enrichment Block also offers opportunities for continued practice to reach goals or even to advanced learning opportunities. The team meets frequently to monitor progress on these goals and take appropriate next step actions to continue the progression of learning.

We also work collectively with families through frequent communication and through conferencing opportunities. This past November and March, we met with each family to share report cards and assessment data to ensure our families are a part of the process to help support students along the continuum. Our school and classroom newsletters also provide a resource to families for understanding systems and reporting avenues that are in place to help monitor data.

## Measures of Academic Progress (MAP)

American River Collegiate Academy uses Measures of Academic Progress® (MAP®) as a measure to assess student learning and to help monitor student progress. MAP was implemented during the fall, winter and spring terms this academic year. Administration has dedicated professional development days for staff to analyze results to identify student growth and greatest needs of support. School staff then work collectively to identify next steps and goals to further support students in making growth. Results, goals, and resources for support are shared with parents as well.

When analyzing data, we not only look at administration period to administration period but we also typically look at cohort annual growth data, but as 2020-2021 is our founding year, we reviewed data from the fall administration period to winter administration period and finally to spring administration. This created some challenges due to many factors this school year including 1) some students did not take initial assessment in the fall so there is only one point of data 2) some tests were completed remotely while others were administered in the school setting so there are questions around the validity of the assessments depending on individual student administration environments. These limitations have been noted and staff pulled in additional data points using

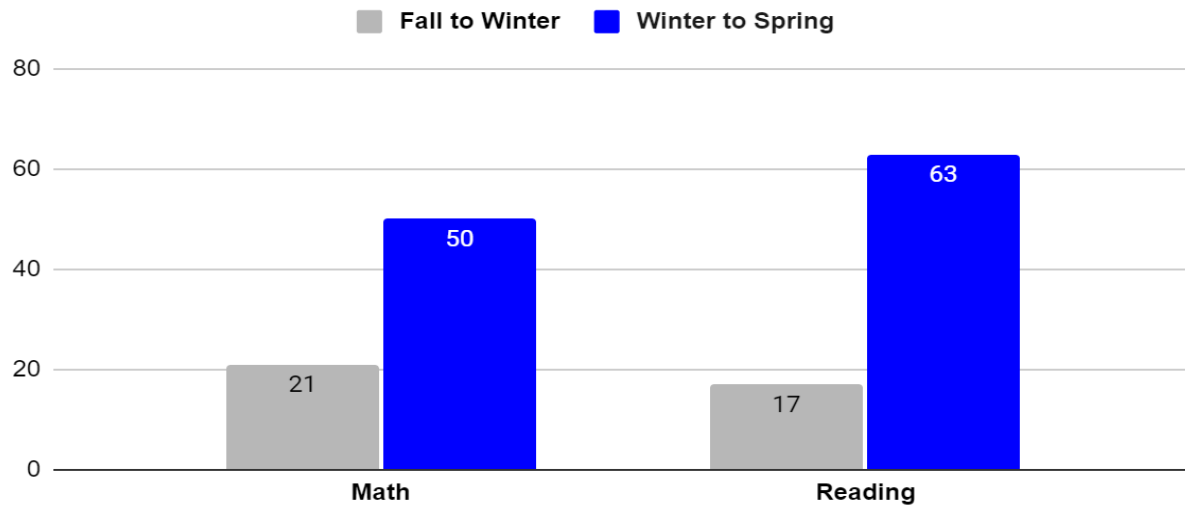
multiple measures to set student and class learning goals. Additionally, student enrollment increased throughout the year resulting in new data impacting original data points. Considering the factors that could have affected student results have been noted, the following data provides an overview of the assessment results for all student cohorts in grades kindergarten and first grade.

When it comes to overall student growth, significant gains were observed. Using Spring 2021 MAP data, student anticipated growth from winter to spring was projected to be 6.0 points in reading, however the overall growth was 7.5 points. This means that our students surpassed the anticipated growth by 125.9% in reading. The projected overall growth for math for this same time period was at 6.0 points when actual growth was observed at 7.8 points resulting in a difference of 128.1%. When continuing to analyze student progress our findings revealed some incredible celebrations by grade level as well. The percentage of students meeting their growth goals from winter to spring for our kindergarten cohort increased significantly compared to the fall to winter growth. Similarly, our first grade cohort also saw an increase in the percentage of students meeting their growth goals.

Our focus this year has been on providing support for our English learners and our SED students. Overall, our EL students surpassed their projected spring growth by 112.8% in math. Our SED students also surpassed their projected overall growth points by 133.3% in math and were just shy of meeting their projected growth in reading, but made 96.1% toward that projected growth.

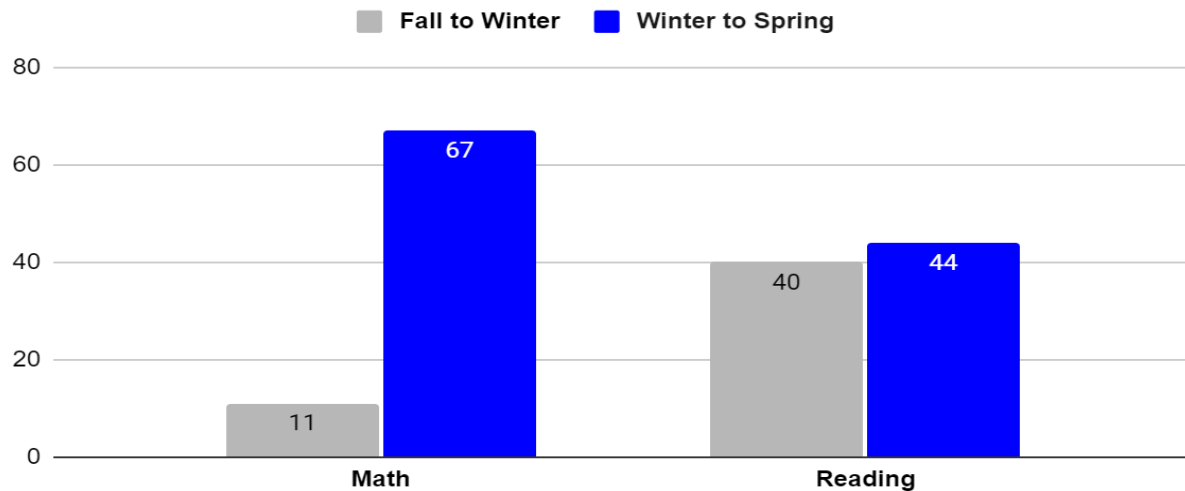
Areas of concern include continued work around reading proficiency. While incredible growth was observed for all students, including above 100% projected growth, our students will need continued support and action steps to address the learning gap seen in initial baseline data. These supports are also needed in the area of mathematics. We will increase our reading and math intervention and extended learning opportunities for the 2021-2022 school year. We are currently providing extended learning opportunities through our summer academy program which reaches out to students working toward proficiency in reading and math, and also invites our English Learners and SED students to attend.

## Percentage of Students Meeting Growth Goals



### Kindergarten

## Percentage of Students Meeting Growth Goals



### 1st Grade

## 2021 Spring Data - Projected Growth versus Observed Growth

Reading			
Student Group	Projected Growth	Observed Growth	Difference
All Students	6.0	7.5	125.9%
SED	6.0	5.8	96.1%
EL	6.2	5.9	95.9%

Math			
Student Group	Projected Growth	Observed Growth	Difference
All Students	6.1	7.8	128.1%
SED	6.3	8.3	133.3%
EL	6.5	7.3	112.8%

Reading					Math			
Student Group	Projected Growth	Observed Growth	Difference		Student Group	Projected Growth	Observed Growth	Difference
All Students	8.5	4.6	54.3%		All Students	8.8	3.1	35.1%
SED	8.4	11.2	132.9%		SED	8.4	-0.6	-6.8%
EL	8.0	11.3	140.6%		EL	8.3	2.8	33.3%
SpEd	#DIV/0!	#DIV/0!	#DIV/0!		SpEd	#DIV/0!	#DIV/0!	#DIV/0!
GATE			#DIV/0!		GATE			#DIV/0!
Asian	7.8	9.0	116.1%		Asian	6.9	1.5	21.7%
Filipino	#DIV/0!	#DIV/0!	#DIV/0!		Filipino	#DIV/0!	#DIV/0!	#DIV/0!
Hispanic/Latino	10.0	12.5	125.0%		Hispanic/Latino	10.0	0.5	5.0%
White	8.3	6.8	81.9%		White	8.9	3.3	37.3%
2+ races	8.6	0.5	5.8%		2+ races	9.5	6.3	65.8%

Reading				SPRING	Math			
Student Group	Projected Growth	Observed Growth	Difference		Student Group	Projected Growth	Observed Growth	Difference
All Students	6.0	7.5	125.9%		All Students	6.1	7.8	128.1%
SED	6.0	5.8	96.1%		SED	6.3	8.3	133.3%
EL	6.2	5.9	95.9%		EL	6.5	7.3	112.8%
SpEd	#DIV/0!	#DIV/0!	#DIV/0!		SpEd	#DIV/0!	#DIV/0!	#DIV/0!
GATE			#DIV/0!		GATE			#DIV/0!
Asian	5.5	7.1	128.8%		Asian	5.4	5.4	100.0%
Filipino	#DIV/0!	#DIV/0!	#DIV/0!		Filipino	#DIV/0!	#DIV/0!	#DIV/0!
Hispanic/Latino	6.2	5.8	94.6%		Hispanic/Latino	6.8	2.7	39.0%
White	6.2	2.2	36.0%		White	6.2	6.9	112.1%
2+ races	5.9	11.5	195.7%		2+ races	5.9	10.6	180.9%



## Collaborative Inquiry

Rocklin Academy Family of Schools is proud to have Professional Learning Communities (PLCs) working together at each school site. American River Collegiate Academy prioritized the development of our PLC this school year. One component of an effective PLC is to provide a structure for staff to collaborate on effective teaching strategies and instructional practices to improve student outcomes. We provided this opportunity for our professional learning teams during professional development days and also one time per week on Friday afternoons. We also identified certain days for staff to engage in Collaborative Inquiry (CI) work. When developing our school calendar, American River Collegiate Academy teachers and the site principal identified September 4th as a professional learning day to dig into data and learn about our new school community and students. This day was one of our additional PD days specific to our school site. Part of this process included looking at beginning of the year data to identify learning needs of all students. Teachers, the site principal, intervention support teachers and our instructional coach met to review this data and provide a structure of support. Since we had not anticipated starting the year in distance learning, the structure in which to provide this support looked different from our previous structure for CI. Students were placed in small learning groups with a credentialed teacher to meet specific learning targets. Initial and post assessment data was collected and reviewed.

The table below represents an example of one of our Collaborative Inquiry groups that was developed, labeled as groups 1, 2, 3, and 4. The groups differ based on the target skill or focus for the students who make up that group. Groups were formed after we collected information from our entire student population, using beginning of the year common assessments. We were able to identify 4 targeted areas for students to support early reading through foundational skills and we placed students in the group that aligned with their current need. The groups listed as Groups 1, 2, 3, 4 had a target focus for instruction during their enrichment block where a credentialed teacher was able to hone in and provide specific instruction based on individualized student needs. For our first enrichment/intervention block students were not identified based on grade level, but rather on individualized readiness for progression on grade level standard. The targeted instruction for meeting grade level standards are as follows:

Group 1	Group 2	Group 3	Group 4
Letter Sounds	Letter Recognition	Students had been identified as proficient in letter sound and recognition and could begin reading instruction by building beginning level phonics through SIPPS.	Students had been identified as proficient in letter sound, letter recognition, and beginning level phonics and were ready for continued phonics instruction through SIPPS extension

<b>Corresponding Standards:</b>	<b>Corresponding Standards:</b>	<b>Corresponding Standards:</b>	<b>Corresponding Standards:</b>
Kindergarten:RF.K.3a First Grade: RF.1.4	Kindergarten: RF.K.1d First Grade: RF.1.4	Kindergarten: RF.K.2d First Grade: RF.1.4	Kindergarten:RF.K.2d First Grade: RF.1.4

Common assessment data and rubrics help to identify the level of support a student needs in a specific area. There are three levels identified below to help define the proficiency level, percentage of proficiency being demonstrated at that time, and the level of support that the student needs.

<b>Proficiency level based on common assessment data and rubric</b>	<b>Percentage rubric for proficiency levels</b>	<b>Description of support for each proficiency level.</b>
Proficient	80% and above	Greatest need for enrichment/acceleration.
Strategic	60 - 79%	Identified need for intervention.
Intensive	59% and below	Greatest need for intervention/intensive supports.

**CI Cycle September 8<sup>th</sup> – October 9<sup>th</sup>**  
(Distance Learning Platform)

<b>Schoolwide Differentiated Groups</b>	<b>Learning Target</b>	<b>Initial Data</b>	<b>Post Data</b>
Group 1	Letter Sounds	100% Intensive	100% Proficient
Group 2	Letter Recognition	100% Intensive	50% Strategic



Group 3	Begin building beginning level phonics through SIPPS	100% Intensive	57% Proficient
Group 4	Continue building phonics skills through SIPPS extension	100% Proficient and worked on extension lessons to continue academic growth	100% Proficient

For our second Collaborative Inquiry meeting, our teachers also looked at current data by class. Teachers set SMART goals for their students in their class and monitored progress in class and during Enrichment Block. On December 18th, staff met to review data, celebrate growth, share effective teaching strategies, and create next steps for student learning. The following data shows grade level SMART goals and student initial and post data.

**CI Cycle November 6th - December 11th  
(Hybrid Learning Platform)**

*By November 19, 2020, 100% of Kindergarten students will be able to write 80% or more of the 20 letters taught so far through HWT in both uppercase and lowercase as measured by a teacher created assessment.*

Kindergarten	Initial Assessment	Post Assessment
Proficient	33%	73%
Strategic	49%	13%
Intensive	27%	13%

All EL students increased to 100% Proficient  
SED students maintained 75% Proficient

*By November 19, 2020, 100% of First Grade students will be proficient in describing characters and setting as measured by our Raz Kids Flight Checks.*

<b>First Grade</b>	<b>Initial Assessment</b>	<b>Post Assessment</b>
Proficient	0%	60%
Strategic	60%	40%
Intensive	40%	0%

All EL students increased to 100% Proficient  
 SED students maintained 67% Proficient

**CI Cycle February 21st - March 25th  
 (Hybrid Learning Platform)**

**CI Cycle February 21st - March 25th  
 (Hybrid Learning Platform)**

*By March 25th, 100% of Kindergarten students will be able to produce rhyming words 80% of the time on a given teacher created assessment.*

<b>Kindergarten</b>	<b>Initial Assessment</b>	<b>Post Assessment</b>
Proficient	31.25%	93.75%
Strategic	25.00%	6.25%
Intensive	43.75%	0%

EL Students increased from 67% to 100% Proficient  
 SED students increased from 25% to 75% Proficient

*By March 25, 100% of students will demonstrate command of the conventions of standard English*

*capitalization, punctuation, and spelling when writing.*

First Grade	Initial Assessment	Post Assessment
Proficient	40%	75%
Strategic	40%	0%
Intensive	20%	25%

EL Students increased to 100% Proficient

SED students increased to 50% Proficient

**CI Cycle April 12<sup>th</sup> – May 13<sup>th</sup>  
(Modified Learning Platform)**

*By May 13, 100% of Kindergarten students will be able to draw a picture using the five group/ten frame way to match the number bond and number sentence of a given teen number, measured by a teacher created assessment.*

Kindergarten	Initial Assessment	Post Assessment
Proficient	0%	81%
Strategic	69%	19%
Intensive	31%	0%

EL Students increased from 0% to 100% Proficient

SED students increased from 0% to 75% Proficient

*By May 13th, 100% of students given a two digit number will be able to mentally find 10 more and*

*10 less without having to count.*

First Grade	Initial Assessment	Post Assessment
Proficient	14%	72%
Strategic	28%	14%
Intensive	58%	14%

EL Students increased to 100% Proficient

SED students increased to 75% Proficient

## Community Involvement

American River Collegiate Academy values the importance of community connection and involvement. Families are encouraged to be a part of the school community through communications, events, and as members of our Parent School Partnership group. Our Weekly Updates are sent home every Wednesday through email and are also available on our website [here](#). Classroom teachers also send weekly communication to families to ensure access to learning platforms, invitation to school events, and to provide resources for all. To protect our school community by following safety protocols during COVID-19, our school established a monthly zoom event for families to attend. This event focuses on building relationships and connecting students and families. All efforts have been made to ensure activities are inclusive for all students.

We believe that parents are valued partners in strengthening our school program and the purpose of the PSP is to encourage parent involvement and promote open communication between the administration, faculty, and families. The PSP helps to build community at school and develop connections between the school and community. The work toward the creation of a PSP began with parent meetings with the school principal in June and July. On September 29th, our first PSP Board was established and we are pleased to report that all positions are filled. Classroom teachers also attend the monthly PSP meetings. Our PSP continued to develop over the year and were able to set and meet objectives including connecting students and families, creating traditions to build school culture, and to set up systems for upcoming years.

American River Collegiate Academy also partners with our wider community. Our kindergarten and first grade classes wrote to the local sheriff and fire departments to thank them for partnering with us. The Sacramento Sheriff Department visits the campus often ensuring the safety of our students and campus. We also partnered with local organizations in the area to provide back to school school supplies and headsets to support student learning. This spring the Citrus Heights Chamber of Commerce members and Councilwoman Jeannie Bruins joined our school students, staff, and families in our Ribbon Cutting Ceremony. Our school community and community

members joined in celebration of our successes this school year. We also participated in the local Women Veterans Alliance Fun Run which was wonderful to support our local veterans. We look forward to the ability to further our outreach when COVID-19 restrictions are lifted.



Educational Approach

Despite the limitations imposed due to COVID-19, ARCA continues to provide an exceptional Core Knowledge education through various learning models including Distance Learning, Hybrid Learning, and Virtual Learning. ARCA serves students at all levels through differentiated, targeted instruction. To guide instruction and pacing, each grade level team met to develop a year long plan for both hybrid and virtual cohorts. Teachers also identified super standards, learning targets, and linked common assessments to help measure student progress. These documents can be found here for [First Grade](#) and for [Kindergarten](#).

### Hybrid Learning Model

Due to COVID-19 pandemic, American River Collegiate Academy began instruction virtually. On October 12, 2020, we welcomed students to return to school on a Hybrid Model, or remain virtual. Both models offered synchronous and asynchronous learning to meet the required minutes for students at their respective grade level. Our hybrid model served 73% of our student population. These students were on campus 4 days a week with an AM/PM cohort model. On Fridays students met on Zoom with their whole class for SEL and Core Knowledge instruction. Monday through Thursday offered instruction for SEL, English Language Arts, Mathematics, and Enrichment block. Core Knowledge topics were embedded into lessons. Additionally our EL students met daily for designated English language development instruction. On Fridays, students gathered for SEL and Core Knowledge lessons and our designated ELD instruction was provided during the enrichment block.

During asynchronous learning, students worked on building foundational skills and were given additional opportunities for enrichment in areas of Art, PE, and Music. These lessons were recorded for students to access and enjoy. Supplies were available for SED students so all can be included in such activities. To support asynchronous learning, every student received an ipad as a tool to access and submit work.



## Hybrid Learning Structure

### TK-6th Grade

		Monday	Tuesday	Wednesday	Thursday	Friday
AM Instruction 3 hours	Cohort A	 On Campus	 On Campus	 On Campus	 On Campus	  zoom
	Cohort B	 At Home Learning w/Parent Support	 At Home Learning w/Parent Support	 At Home Learning w/Parent Support	 At Home Learning w/Parent Support	8:00-8:50- SEL & Core Knowledge  9:00-9:30- Enrichment
Dismissal/Arrival — Grab & Go Lunches / One hour between Cohorts						
PM Instruction 3 hours	Cohort B	 On Campus	 On Campus	 On Campus	 On Campus	  At Home Learning w/Parent Support
	Cohort A	 At Home Learning w/Parent Support	 At Home Learning w/Parent Support	 At Home Learning w/Parent Support	 At Home Learning w/Parent Support	

#### On Campus Learning

- Social-Emotional Learning
- English Language Arts
  - Phonics & Reading Comprehension
  - Writing/Grammar
  - Poetry/Literature
- Math
- Integrated Core Knowledge History/Geography & Science

#### At Home Learning

- Additional Math and ELA practice
- Core Knowledge History/Geography
- Core Knowledge Science
- Physical Education
- Music

#### Small Group Support

Monday-Friday: Individual and small group sessions will be scheduled as needed to provide:

- Enrichment/Intervention
- English Language Development
- Special Education & GATE Services
- Teacher Feedback



## Virtual Learning Model

All Virtual Learning Program teachers were credentialed Rocklin Academy teachers, dedicated to creating an enriching and rigorous at-home learning experience. Our virtual learning model served 27% of our student population. Students participating in this program attended class virtually everyday. Students were provided synchronous instruction with their teacher and had the opportunity to engage and collaborate with their peers. Instruction on topics included SEL, English Language Arts, Mathematics, and Enrichment block. Core Knowledge topics were embedded into lessons. Additionally our EL students met daily for designated ELD instruction. Our virtual students also participated in asynchronous learning. Students worked on building foundational skills and were given additional opportunities for enrichment in areas of Art, PE, and Music. Asynchronous lessons were recorded for students to access and enjoy. Supplies were available for SED students. Each student at American River Collegiate Academy utilized either an iPad or Chromebook as a learning tool.






**ROCKLIN ACADEMY**  
CHARTER SCHOOLS

### Rocklin Academy Virtual Learning Program

#### TK-6th Grade

Students opting into Rocklin Academy Virtual Program will remain in that learning model for the duration of the school year.

		Monday	Tuesday	Wednesday	Thursday	Friday
<div></div> <div>Teacher Led Instruction</div> <div>Attendance is required</div>	8:00-8:40	English Language Arts - Cohort A				<div></div> <div>8:00-8:15- SEL</div> <div>8:15-9:15-Core Knowledge</div> <div>Teacher led small group instruction (30 minute block) scheduled between 9:30-11:30</div>
	9:00-9:45	SEL & Math - Whole Class				
	10:00-10:40	ELA - Cohort B				
	11:00-11:30	Enrichment - Group #1 English Language Learners, GATE, Math/ELA Intervention				
	11:30-12:00	Enrichment - Group #2 English Language Learners, GATE, Math/ELA Intervention				
<div></div> <div>At Home Learning</div> <div>w/Parent Support</div>	Flexible Afternoon 80-140 min *Varies by Grade Level	<ul style="list-style-type: none"><li>English Language Arts</li><li>Poetry &amp; Literature</li><li>Math</li></ul>	<ul style="list-style-type: none"><li>Core Knowledge History/ Geography</li><li>Core Knowledge Science</li><li>Additional intervention and designated ELD support as needed</li></ul>	<ul style="list-style-type: none"><li>Physical Education</li><li>Music</li><li>Art</li></ul>		
*Playlists containing links to all material will be shared on the previous Friday.						

- Over 105 minutes of live Zoom instruction Monday-Friday
- Intervention and support provided 4 days a week during Enrichment
- Some lessons will be recorded and available for playback.

Students opting into the Rocklin Academy Virtual Program will sign an agreement for the 2020-2021 school year and will remain enrolled in their school site. Families will receive ongoing communication from the school throughout the year.

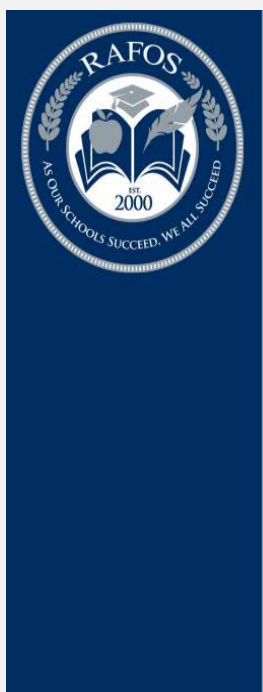
#### Special Education Services

Education Specialists will create a consistent schedule to provide services to students during times when they are not designated for teacher led instruction.



## Modified Schedule

On April 5th, 2021, we moved from our hybrid schedule to a modified schedule where students came to school five days a week for 4 ½ hours a day while virtual students remained virtual. This allowed more time with students in person and reduced the amount of asynchronous work. Daily SEL check-ins and lessons were available as well as enrichment blocks with additional aide support. Targeted intervention support continued to be available during the 4 ½ hours daily but additional time was given in the afternoons for small group intervention as well. Both designated EL lessons and intensive reading intervention was provided by our credentialed teachers. Our subsidized childcare program was available for immediate care where students were provided assistance on asynchronous work.



## TK-6 Modified Day

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Classroom Instruction</b> 4 1/2 hours per day	SEL (Social Emotional Learning)				
	Math				
	English Language Arts				
	Core Knowledge Science and History				
	Enrichment Block				
<b>At Home Learning</b>	<ul style="list-style-type: none"> <li>English Language Arts</li> <li>Poetry &amp; Literature</li> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Core Knowledge History/ Geography</li> <li>Core Knowledge Science</li> <li>Additional intervention and ELD support as needed</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Music</li> <li>Art</li> </ul>		

## SST Process

Rocklin Academy Family of Schools has a tiered system approach for academic, social emotional, and behavior needs. Part of that process is providing support for students and families with a Student Study Team. An SST is very much data driven with the goal of setting attainable goals to help build support and skills for students with a specific need. American River Collegiate Academy has offered SSTs for academics, social emotional, behavior, and attendance so far this year. In partnership with parents, staff, and support specialists, we have been able to set and monitor student growth in these areas. We have set dates in which to return as a team to review data, growth, and celebrate progress made. These review meetings are typically scheduled 6-8 weeks from the original goal date.

## Multi-tiered Systems of Support (MTSS)

In order to support our students, we use an MTSS model for academic, social, and behavior intervention. Developing a solid, yet fluid, tiered system of support has been a focus for Rocklin Academy Family of Schools for well over 5 years. Through various teams and committees we have identified strong Tier 1 levels of support in classrooms through our SEL curriculum, enrichment blocks for academic support, and through our PBIS team. All our Tier 1 supports were embedded into American River Collegiate Academy during this inaugural year. For Tier II supports, our academic model was supported by interventions identified by using multiple assessments to target needs and then instruct students during our enrichment block or through a pullout model where targeted instruction was taught with our Enrichment Support teacher. In both the on-site models and virtual programs, students met with a credentialed teacher to target instruction for intervention. It is important to note that during this time block, no new instruction was introduced. Our Tier 2 supports also included the SST process described above where teachers, administrators, parents, and any additional support staff were invited to participate in setting SMART goals to help students progress in academic, behavior, or social skills. SMART goals were revisited every 6-8 weeks or sooner if determined by the team. We had a wonderful network of support for our Tier III where students are supported by our specialist staff which included an Educational Specialist, Psychologist, School Nurse or any additional support staff as applicable. We supported our students through IEPs and 504s and worked directly with families and our specialist team to ensure an equal educational opportunity for all. We also partnered with the Sacramento County Office of Education for targeted professional development and support for SED, Foster Youth, and EL students.

## Special Education

Education Code Section 47641 provides that, for the purpose of federal special education law and for eligibility for federal and state special education funds, a charter school shall be deemed a public school of the local education agency (LEA) that authorized the charter, unless it is itself deemed an LEA. American River Collegiate Academy is its own LEA for purposes of special education. This school is an active member of the El Dorado County Charter SELPA.

Education specialists, speech and language pathologists, school psychologists, a teacher of the visually impaired, and an adapted physical education teacher employed by Rocklin Academy served students requiring those services in 2020-2021. In addition to its own employees, American River Collegiate Academy renewed its existing contract with School Steps, Inc. for psychologist, speech pathology, physical therapy, and occupational therapy services.

## English Learners

The mission of American River Collegiate Academy English Learner Program is to develop English language listening, speaking, reading, and writing skills in students whose primary language is not English as quickly and as effectively as possible. American River Collegiate Academy meets all applicable legal requirements for English learner progress and proficiency as it pertains to annual notification to parents, student identification, placement, program options, EL and core content

instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness and standardized testing requirements. Six students who enrolled indicated a primary language other than English on their Home Language Survey and were therefore administered the Initial English Language Proficiency Assessment for California (Initial ELPAC). Of these, assessment data results identified 5 students as English learners and 1 as Initially Fluent English Proficient (IFEP). For the 2020-2021 school year, American River Collegiate Academy had 16% of their students as English Learners.

Rocklin Academy Family of Schools invited all English learner families to a parent information night geared toward the specific learning needs of English learners. Parents were provided resources about the state language assessment, information about our English language development program, how to support their child at home and a small group format to ask questions.

American River Collegiate Academy works to develop high levels of academic language proficiency in the four domains of language (reading, writing, listening and speaking) in grade-level content standards across the curriculum. Teachers provide English learners with both English Language Development (ELD) and English Language Arts (ELA) instruction appropriate to each student's proficiency level utilizing the Structured English Immersion program. Integrated ELD instruction was provided to all English learners daily through synchronous instruction either in person or through distance learning. Designated ELD instruction was provided to all English learners daily through distance learning.

#### Socioeconomically Disadvantaged

ARCA supports students who are socioeconomically disadvantaged and provide students with support through targeted intervention and instruction. Our academic structure allows for an enrichment block period where students are academically challenged to meet their individual needs. This is a time where no new instruction is provided but rather skills to strengthen academic need are taught and supported. In addition, our SED students are provided access to materials for instructional and recreational purposes. This year we offered drive up pick up for all students and porch drop delivery for those in need. We also supplied at home technology resources to support at home learning. Additionally, our childcare program was subsidized to provide families with care and academic support.

#### 504

Our school supports include serving students eligible for a 504 plan in order to provide equal access to learning and access to all. We work closely with families to review 504 plans annually as a team with staff and parents. At the start of this school year, we identified students with a 504 plan and met to review any updates and accommodations to support student learning.

## Foster Youth & Homeless

Rocklin Academy Family of Schools has a foster youth liaison for all school sites and has been added to the California Department of Education's list for Sacramento County. Although American River Collegiate Academy does not currently have any students identified as foster or homeless youth, we are experienced with collaborating closely with county personnel to support these students in a variety of ways.

## GATE

In an effort to ensure equity among students, all 1st grade students at American River Collegiate Academy had the opportunity to be screened for possible Gifted and Talented Education (GATE) identification this spring. Eighteen percent of first graders were identified as GATE. The timing of this assessment assisted us with identifying students and appropriately placing them into GATE clusters for the upcoming 2021-2022 school year. American River Collegiate Academy will universally screen all 1st and 4th grade students each year for possible GATE identification.

ARCA strives to identify and serve gifted and high achieving students from all groups, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds. ARCA has a GATE program within the general education classroom. Through highly motivating lessons and appropriate placement in classroom clusters, we provide differentiated learning opportunities during the regular school day that are based on grade-level standards extended by depth, complexity, and acceleration, which enable students to reach their full academic and personal potential.

## Professional Development

Rocklin Academy Family of School's model of Professional Learning is designed to strengthen our professional learning teams and the instruction they provide within their classrooms. American River Collegiate Academy started the school year with 7 professional learning days. A city council member launched our first professional learning day by sharing the history of Citrus Heights and the heart of the community. Our professional learning agenda also devoted time to instruction and support for English Language Learners led by our District Educational Services Coordinator and our psychology team engaged staff in conversations around Trauma Informed classrooms and practices. Our teaching staff has over 30 years of experience with Rocklin Academy Family of schools therefore, is grounded in our Collaborative Inquiry model. An additional professional learning day early in the year was established to analyze current data and launch our Collaborative Inquiry meeting. This took place on September 4th and was another identified additional professional learning day specifically for American River Collegiate Academy. Part of this meeting included a review and focus on UDL practices facilitated by Trisha Smith, Principal, and Kristel Kamrar, our district instructional coach. This time was helpful to focus on student learning and through the lens of what is best for all students which is one of 3 big ideas of a Professional Learning Community (PLC).

Due to COVID-19, we started the year with all students attending school remotely. Our focus for professional development was on mastering technology platforms and resources, redesigning instruction and assessments, equity centered social emotional learning and continued social emotional wellness for students and staff. This focus has continued throughout the year with the addition of flipped classrooms and targeted instruction based on individual student data.

With the need to redesign instruction to accommodate both remote and hybrid learners, teachers continued to further develop our Math and Language Arts programs. Staff focused on solidifying our exemplar rigor, assessments, learning targets and essential standards, and best instructional practices with the expertise of our Essential Standards Team. Much of our professional learning time was focused on redeveloping our curriculum aligned to Common Core State Standards and further expanding our instructional practices. In addition, our learning was inclusive of the Multi-Tiered Systems of Support (MTSS), providing support in all tiers of learning for academic growth, social emotional, and behavior. Several systems were put in place where committees could closely track engagement and provide intervention and support when needed.

During professional learning time throughout the district, teachers analyzed student data and developed strategies and common assessments to address the varying learning needs of individual students. Teachers and administrators closely monitored academic growth of subgroups of students: English Learners, Socioeconomically Disadvantaged, and students receiving Special Education through NWEA MAP data and classroom assessment data. Enrichment Block, established in 2010, continued daily. Enrichment Block is a time where no new instruction takes place and teachers have the opportunity to work with individuals or small socially distanced groups of students on a concept or standard in which the student is not yet demonstrating proficiency. In addition, students who were ready to go deeper into content were given enrichment and extension opportunities. During Enrichment time, English Learners were also provided designated ELD instruction. Our staff were eager to participate in professional development that focused on integrating effective designated and integrated ELD instruction in the classroom. Professional development in these areas occurred throughout the year.

In 2019-2020, all teachers participated in a book study to align reading comprehension instruction best practices and developed a plan for instruction. With both site based and virtual instructional models this year, teachers spent a significant amount of time redesigning instruction and assessments to best serve all students in reading and reading comprehension. In grades K-1, we focused on how best to support effective instruction of our SIPPS phonics program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). Additionally, we focused on how to best support effective instruction of the essential standards using Core Knowledge Literature and Voyages Grammar. All grade levels continued the use of Step Up to Writing for a cohesive writing program.

As we approached the end of the academic year, our professional development focused on serving students with additional learning gaps to fill. Staff used recent data to identify small group instructional needs by grade level and provided intervention after school. We also looked at new instructional strategies for teachers to learn, apply to lessons, and practice in the classrooms in the area of mathematics. Our goal is to increase the academic language of all students but focusing on

strategies that best support our english learners. We also want to increase the amount of time our students are giving oral responses to inquiry base learning instruction.

## Additional Support

### Childcare

American River Collegiate Academy is committed to offering subsidized childcare for all students. When starting the year in our Distance Learning model, we offered full time subsidized care to students enrolled in K/1. When our schools shifted to a site based model, we continued to offer subsidized after school care and offered support for families in need of care before school. Our childcare was offered 5 days a week when school was in session. We also continued to provide full day childcare on Professional Learning Days when school was not in session.

### Technology

Each classroom on site is equipped with technology for instruction and learning. Our classrooms have an interactive whiteboard and each teacher has a laptop for planning and instruction. Students in our hybrid and virtual models received 1:1 ipads. Each classroom has internet access, headsets for students, and additional monitors for teachers to maximize remote learning instruction.

## Budget

The financial statements of the American River Collegiate Academy (ARCA) are included within the organization-wide financial statements for the Rocklin Academy. Each school is tracked separately and presented separately within our organization wide financial statements. At Rocklin Academy we believe that budgets are “living documents” and are adjusted regularly at the site level through direction of the Principal with collaboration of the back office support. This is a collaborative process between the educational needs at the site and balancing financial resources throughout the organization level. At the June 14, 2021 Board meeting our Board approved the budget and multi-year projection for the 2021-2022 school year and two subsequent years. The Budget continues to support that we will meet our financial obligations and covenants for the fiscal years presented. For ARCA specifically, we are projecting 96 students for the 2021-2022 year and will continue to grow each year until we reach capacity enrollment.

Within the current budget we are projecting 168 students for 2022-2023 and 246 for 2023-2024. Additionally, revenues are continuing to increase, largely due to associated increase in students. The majority of the revenues are from the Local Control Funding Formula based on the latest FCMAT calculator. Expenses are budgeted conservatively and are also largely increasing due to the associated increase in students. Even with the conservative budgeting and no inter-fund revenue borrowing, we are projecting a positive ending fund balance through all fiscal years as well as positive cash flows for all months and fiscal years.



Summarized information is as follows:

	2020-2021 (Projected Actuals)	2021-2022	2022-2023	2023-2024
Revenues*	\$ 976,221	\$ 1,101,516	\$ 1,889,428	\$ 2,744,678
Expenses	\$ 720,156	\$ 1,263,393	\$ 1,940,607	\$ 2,741,175
Excess (Deficit)	\$ 256,065	(\$ 161,877)	(\$ 51,179)	\$ 3,503
Fund Balance (Beg)	\$ -	\$ 256,065	\$ 94,188	\$ 43,009
Fund Balance (End)	\$ 256,065	\$ 94,188	\$ 43,009	\$ 46,512

\*Includes \$400,000 inter-fund transfer in 2021-2022 school year

We are pleased to report that we have received, and included within our budget, additional grant funding from Silicon Schools fund. This grant is over the next several years for a total of \$600,000, of which we received \$100,000 within the 2020-2021 school year and has led to a projected increase in fund balance over our Second Interim projection. Additionally we have accounted for the revenues of the Expanded Learning Opportunities grant (more information below) in the 2020-2021 school year and anticipate fully utilizing those funds within the 2021-2022 school year. Lastly, while we don't currently include an interfund transfer, we have the ability to do so and will adjust our budgets and provide one as necessary should the need arise. As we close the financial books each year, we will ensure there is sufficient ending fund balance to be above the 5% reserve as indicated within the MOU.

Our budget was projected using 96 students and then rolling those grades and expanding in number of classes in subsequent years. While not presented to our Board, we also created a preliminary budget using 72 students as our current enrollment is approximately 70 students. While we are confident we will get to the 96 students for 2021-2022, we are also prepared and able to operate effectively at the 72 student range. With an adjusted budget and an inter-fund transfer of approximately \$80,000, we would be in the same net financial position as what is presented in the current budget of 96 students. Specific information has been provided to County Office staff for review, but not presented here as our Board has not approved that operating budget.

We will continue to evaluate our budgets as compared to actuals on a regular basis and will adjust at each related interim report.

#### Expanded Learning Opportunities Grant

Engaging with our stakeholders has been an essential, ongoing component to the development of our educational program offerings and our Learning Loss Plan. We surveyed all of our stakeholders to identify areas of strength and areas of need related to the learning loss criteria. The data we gathered was analyzed and trends were identified. This information helped us to identify and create learning loss mitigation strategies in conjunction with our district-wide strategic planning team, school-wide Leadership team, other focus groups of stakeholders, and our RAFOS Board.

The plan at American River Collegiate Academy is to quickly identify student learning loss and implement effective strategies to accelerate learning. We will be focusing on Common Core State

Standards (CCSS) for ELA and mathematics and English Language Development Standards so we can continue to provide intervention services to students experiencing learning loss as identified through assessment data. We are seeking to overcome barriers for accessing a quality education for our higher-need populations including English learners, low-income, foster youth, homeless, and exceptional needs students. Therefore, our plan prioritizes these students first and then facilitates additional tiers of support for all students for intervention services and provides additional support and/or materials that differ from other students when needed. In collaborating with our stakeholders and gathering student achievement data, the feedback and data we have gathered and analyzed indicate several key learning loss mitigation strategies which are addressed in our plan as follows:

- Beginning this summer, we are expanding our summer program to include additional opportunities for students to receive academic support. Our Summer Academy program will be admitting more students than a typical year, supported by credentialed teachers and teacher credentialing students in their student teaching. Targeted support will be provided to students through small group instruction and one-on-one tutoring. Students not attending Summer Academy will also receive at-home learning support through activities planned by their credentialed teacher and students will also be given resources targeted to specific areas of need.
- Our data also indicates a strong need for additional math and ELA support for students. As such, we are adding additional intervention time to provide both push in support, and pull out support in Tier II and targeted interventions.
- We will add before school tutoring support for our SED students in the area of mathematics.
- In looking at stakeholder data and in class measurements on social emotional learning, we will be adding support for small group social skills instruction for tier 2 with social emotional curriculum with identified students. We will continue to provide 1x1 counseling as needed.
- We will support teachers in growing both their instructional strategies through UDL and EL practices as well as deepen their knowledge of professional learning communities and the use of data to inform practice. In addition to growing instructional strategies, staff will engage in training related to trauma informed practices, equitable practices for all students and how to incorporate cultural sensitivity in social emotional learning lessons. Our Enrichment Support Teacher will receive additional professional development to engage in the development of EL supports and to train and implement Tier II reading curriculum. To this end, we are providing additional time for our ESS teacher to serve in the role as an instructional coach on campus to support in growing new instructional strategies, behavioral interventions, and social emotional supports.

Additional information is included in the adopted budget which can be found on the Rocklin Academy website or by reaching out to Ace Ensign, Director of Finance.



## LCAP Goals

The California Department of Education changed the requirement for the 2020-21 school year from LEAs developing an LCAP to the development of the Learning Continuity and Attendance Plan (LCP). An update to the work we did can be found in the LCAP Package 2021-22, which is posted to our website [here](#).

Data and information that was gathered through the LCP, stakeholder surveys, and stakeholder engagements helped guide the development of the 2021-22 LCAP which can also be in the above mentioned LCAP Package 2021-22.

This process led us to two main areas of need to focus on for the 2021-22 LCAP, academic and social-emotional. These goals are supported by several actions that are outlined in the LCAP. When developing the actions, we first considered the unique needs of our high-needs students to make sure that we would have appropriate plans in place to support them and ensure their continuous growth and improvement.

### Goal 1

Promote the academic growth and achievement of all students, with an emphasis on the area of mathematics and closing achievement gaps by ensuring essential support systems are in place to best meet the academic needs of all students.

### Goal 2

Cultivate students who are responsible, compassionate, and engaged citizens by providing social-emotional and behavioral supports in an environment that promotes safety, connectedness, kindness, caring, and acceptance of all.