



Sacramento County Board of Education  
Regular Meeting

*Tuesday / March 2, 2021 / 6:30 P.M.*

**PLEASE NOTE:**

**Zoom Meeting**

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

**Primary Number: 669.900.6833**

**Secondary Number: 346.248.7799**

**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, March 2, 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, with one or more Board members participating from remote locations via video, telephone, or other electronic means. Voting at this meeting shall be by roll call.

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: 346-248-7799  
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-3-2-21>. Public comment will be accepted until 6:00 p.m. on Tuesday, March 2, 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
- III. Approval of the Minutes of the Regular Board Meeting of January 12, 2021  
Approval of the Minutes of the Regular Board Meeting of February 2, 2021

## **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 – March 2, 2021 – Page 2

- IV. Adoption of Agenda
- V. Official Correspondence
- VI. 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 appear at the Board meeting to testify in support of or in opposition to any item being presented to the Board for consideration. If possible, notify the Board President or Board Secretary in writing prior to the meeting if you wish to testify.

- VII. Superintendent's Report
- VIII. 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/Michael Kast
  - 3. Approval of the 2020-2021 School Accountability Report Cards for Court and Community Schools and Special Education Programs – Dr. Matt Perry/Michael Kast
  - 4. Donation to the Sacramento County Academic Decathlon – Rachel 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. \$4,000,000 California Dyslexia Initiative (CDI) from the California Department of Education – State General Fund for the 2020-2021, 2021-2022, and 2022-2023 fiscal years – Brent Malicote
  - 2. \$1,495,609 Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project from the Small School Districts Association (SSDA) for the 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025 fiscal years – Dr. Matt Perry
- D. Authorization to Enter into Contracts for E-Rate Services – Jerry Jones
- E. Board Report – Foster Youth/Homeless Services – Brent Malicote

- IX. Board Reports, Comments, and Ideas
  - A. Board Members
  - B. Board President
  - C. Committees

## Regular Meeting Agenda – March 2, 2021 – Page 3

- X. Items for Distribution
  - A. March/April Events
  - B. March/April Site Visits
- XI. Schedule for Future Board Meetings
  - A. March 16, 2021
- XII. 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 January 12, 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
  - A. Recognition of the February 2021 Employees of the Month
- 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 Budgets
    1. \$609,205 First 5 California's Dual Language Learner Pilot Expansion-Local Administrative Agency from the First 5 California Commission for the 2020-2021 and 2021-2022 fiscal years
    2. \$146,292 Title III County Office of Education Regional English Learner Specialists Agreement from the California Department of Education for the 2020-2021 and 2021-2022 fiscal years
  - D. Accept Audit Report for Fiscal Year Ended June 30, 2020
  - E. First Reading of the Revisions to Board Policy 5145.3 – Prohibition on Discrimination and Harassment
  - F. First Reading of New Board Policy 5145.7 – Prohibition on Sexual Harassment
  - G. First Reading of the Revisions to Board Policy 1312.3 – Uniform Complaint Procedures
  - H. First Reading and Proposed Eliminations of the Following Board Policies:  
BP 1150 – Distribution of County School Directory  
BP 2700 – Governance  
BP 2800 – Part C – Local Interagency Agreements  
BP 3800 – Supplementation of State/Federal Funds  
BP 3900 – Maintenance of Effort  
BP 3321 – Purchasing
  - I. Approval of Proposed Board Meeting Dates for 2021-2022

- J. Board Report – Court and Community Schools: Student Support, Progress Monitoring, and Innovations
  - IX. Board Reports, Comments, and Ideas
    - A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. January/February Events
    - B. January/February Site Visits
  - XI. Schedule for Future Board Meetings
    - A. February 2, 2021
    - B. February 16, 2021
  - XII. Adjournment
- 

I. President Ahola called the meeting to order at 6:30 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; Nicolas Schweizer, Associate Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant.

Other staff present via teleconference were Teresa Stinson, General Counsel; 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. Mr. Keefer led the Pledge of Allegiance.

III. No Approval of Minutes

IV. Mr. Fong moved to adopt the agenda. Mr. Brown 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 a Public Comment from Scott Rafferty regarding the method of electing governing board members in San Juan Unified School District.

VI.B. There were no requests for presentations from employee organizations.

VII.A. Nora Hernandez, Para-educator, Special Education Department, Palmiter Jr./Sr. High School, was recognized and honored as the classified employee of the month for February.

Ju Park, Teacher ED, Special Education Department, Bannon Creek School, was recognized and honored as the certificated employee of the month for February.

Superintendent Gordon provided an update on reopening plans in our local districts, distance learning in SCOE schools and programs, and reported on the following:

#### GOVERNOR NEWSOM BACK TO SCHOOL PLAN

- On December 30, Governor Newsom announced a plan to encourage more schools to reopen for in-person instruction, provided health and safety practices are implemented and followed.
- Participating districts would receive an additional \$450 per student, plus an additional amount per student based on the number of high needs students in their district, as defined by the Local Control Funding Formula.
- Funds will come out of extra state funding allocated for K-12 schools through the Proposition 98 formula that will be available because of an unexpected budget surplus this year.
- Schools in counties in the “purple” tier could reopen provided the average daily rate of infections is not higher than 28 per 100,000 residents.
- The program would be phased in, starting February 15 for students in TK-2<sup>nd</sup> grade, and for students in 3<sup>rd</sup>-6<sup>th</sup> grade on March 15. The plan does not mention middle and high school students.
- Everyone in a school — both adults and children — would have to be tested for the virus regularly, even those with no symptoms.
- The cost of testing would be covered by employee health plans. For individuals without private insurance or are not enrolled in MediCal, school districts may have to cover the costs.
- At school sites, everyone would be expected to wear masks. But school staff must wear surgical masks, which will be distributed to schools at no cost by the state.
- By February 1, districts must submit a COVID safety plan with the approval of school employee unions and the plan must meet new Cal/OSHA regulations. The timeline would be pushed back for districts in counties with high infection rates until the infection rates fall below 28 cases per 100,000 residents.
- The Governor’s plan needs Legislative approval.

- SCOE is working with County Public Health to develop a plan to expedite vaccinations to school staff once vaccines become available to us.

#### COURT AND COMMUNITY SCHOOLS UPDATE

- Our school within the Youth Detention Facility, El Centro Jr./Sr. High School, is providing distance learning via Zoom and Edgenuity. Probation is evaluating when to return to in-person instruction weekly based upon community COVID data.
- El Centro is also finishing its WASC visit tomorrow. The visit began Sunday and has progressed daily supported by in-person/in-facility support by Principal Barb Modlin, Director Marc Nigel, and our SCOE Teachers in Charge, Brian Griffith and Bryan Teafatiller. This team has ensured conversations with students, staff, and probation personnel occur seamlessly.
- Our community school students engage in daily wellness check-ins and attend classes via Zoom. And each site provides one-to-one scheduled appointments for students.
- The Senior Extension program is providing daily wellness activities in addition to one-to-one appointments. Our online workforce readiness efforts continue to expand with a new Preventing Sexual Harassment certification via our Food Safety certification vendor.
- All CARE programs continue to provide classes via Zoom and online instruction options that vary by the host district.
- You will hear much more regarding the Court and Community School Program during the COVID pandemic during tonight's Board Report.

#### SPECIAL EDUCATION UPDATE

- Mod/Severe programs at Galt High continue to offer both in-person and distance learning options. Staff are operating far beyond expectations with their commitment to safety, flexibility, creativity, and dedication to their students.
- We continue to be in constant communication with districts regarding restart dates and reopening plans.
- The districts where we have programs are already operating cohorts for students with special needs are Twin Rivers, Natomas, Center, and Galt Elementary. We are in communication with those districts regarding the possibility of opening up SCOE programs.
- In preparation, teachers are working in their classrooms and planning on appropriate changes to their classroom environment to allow for physical distancing.
- All infant program services continue to be conducted virtually. Including assessments and other meetings.

#### SCOE RESILIENCY SCHOLARSHIP

- We are pleased to report the SCOE Resiliency Scholarship is opening its application process to SCOE students this week.



- Scholarships of \$500-\$1,000 will be awarded to help support ten graduating SCOE students in pursuing post-secondary education and vocational training and development.
- Scholarship recipients also will be matched with a mentor to help navigate their post-secondary education and training.
- SCOE's court and community schools, Palmiter and Senior Extension, have established liaisons to inform students nearing graduation about this scholarship opportunity and assist them with the application process.

#### CA SEL COMMUNITY OF PRACTICE

- Tomorrow, we will be hosting the first meeting of the California Social Emotional Learning Community of Practice.
- Joining this meeting will be representatives from every County Office in the state, the California Department of Health Care Services, the California Mental Health Oversight and Accountability Commission, the UC Berkeley Greater Good Science Center, and the Federal Emergency Management Agency.
- This Community of Practice can, and will, be a potentially life-saving opportunity for the students and families we serve.
- Bringing together the systems of Healthcare, Mental Health, and Education, supported by experts in Social Emotional Learning, we will build the capacity of County Offices of Education and provide tools and resources for classroom interventions for all California students and their families.

#### ONGOING SCOE EQUITY WORK

- As you know, equity is serving as a foundation for our efforts and we are working to collectively focus on diversity, equity, and inclusion in every SCOE department.
- As part of this work, on January 25, the National Equity Project will be facilitating a learning session with SCOE leaders and managers as we kick off our year of capacity building and deeper focus on equity.
- We will be holding a brief equity update at the February 2 Board meeting and an equity study session shortly thereafter.

#### SPEAKERS SERIES: EQUITY WORKSHOP

- On February 4, we will be hosting a virtual workshop in our ongoing SCOE Speakers Series. The event is titled "Excellence Through Equity" featuring educator and author Dr. Pedro Antonio Noguera. He is the Dean of the Rossier School of Education and a Distinguished Professor of Education at the University of Southern California.
- The session will also focus on social justice, the needs for a whole child focus in schools, rising mental health needs and the opportunity the pandemic has provided to reshape and redesign schools.
- The session is from 9:00 a.m. to 11:00 a.m. To register please contact Wende Watson.

## ACADEMIC DECATHLON

- We are approaching Academic Decathlon season and the 41<sup>st</sup> Sacramento County Aca Deca – which is on February 6 – will be virtual this year.
- To help decathletes prepare, last month we coordinated the Capitol Region Scrimmage for 30 schools and over 400 students from throughout the region. The scrimmage was organized by SCOE Student Events Coordinator Craig Irish and his team.
- The educational tune-up was to prepare for this year's statewide and national competition where the topic is "The Cold War."
- We also are producing a virtual awards ceremony and will provide you with information on how you can view the event as we get closer.

## JUSTICE SOTOMAYOR PROJECT

- On January 22, we will be participating in a live video conference with U.S. Supreme Court Justice Sonia Sotomayor.
- Over 400 students will be participating and have an opportunity to ask questions to Justice Sotomayor.
- Each student also is receiving a signed copy of the Justice's autobiography, *The Beautiful World of Sonia Sotomayor*.
- In addition, SCOE staff created a teacher and student guide for this book.

## SPECIAL EDUCATION GRADUATION

- On Thursday, December 17, we hosted a wonderful virtual graduation ceremony to recognize the successes of four SCOE students who graduated from our special education program for young adults with moderate to severe disabilities.
- Thanks to Special Education Executive Director Michael Kast, Area Principal Guy Holman, and the rest of the special education team for organizing the virtual celebration.

## SCOE CLOSED

- Reminded everyone that all SCOE Offices will be closed on Monday, January 18, 2021 for the Martin Luther King Jr. Holiday.

## THANKS TO SCOE STAFF

- Special thanks to our SCOE employees who, during the holidays, made an extra effort to support others in need.
- Our Special Education staff nominated 16 families in need of donated gifts, clothing, and food.
- Our Special Education staff recruited a team of "SCOE Elves" who made donations, shopped, wrapped, and delivered gifts to families.
- This is another great example of the generous people we are so fortunate to have in our organization.

Ms. Talamantes commented about the great work in the efforts to move vaccinations forward by partnering with County Public Health and the Districts to develop a plan.

VIII.A. Mr. Brown moved and Mr. Fong 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

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: Robert Campbell-Garcia and Brianna Inez Vivanco from Cordova Lane Senior Extension; Jacqueline R. Morones and Jonathan Williams from Elinor Lincoln Hickey Senior Extension; 2 candidates from El Centro Jr./Sr. High School; Diamond Burns from Elinor Lincoln Hickey Jr./Sr. High School; Christian Javier Barnes and Marcus Jacob Maldia from Gerber Senior Extension; and Ashley Picardal from North Area Senior Extension.

VIII.B. Ms. Davis moved and Ms. Talamantes seconded approval of the contracts. Motion to approve the contracts 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 Mr. Brown, seconded by Mr. Keefer, 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. \$609,205 First 5 California's Dual Language Learner Pilot Expansion-Local Administrative Agency from the First 5 California Commission for the 2020-2021 and 2021-2022 fiscal years

2. \$146,292 Title III County Office of Education Regional English Learner Specialists Agreement from the California Department of Education for the 2020-2021 and 2021-2022 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. Accept Audit Report for Fiscal Year Ended June 30, 2020

Nicolas Schweizer, Associate Superintendent, introduced Jesse Deol, Partner of James Marta & Company, LLP, who presented the summary of the Audit Report.

Mr. Keefer moved, and Mr. Brown seconded the motion to accept the Audit Report for Fiscal Year Ended June 30, 2020. 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.E. President Ahola announced this is the First Reading of the Revisions to Board Policy 5145.3 – Prohibition on Discrimination and Harassment.

Chair Keefer of the Policy Committee recommended that the First Reading of Revisions to Board Policy 5145.3 – Prohibition on Discrimination and Harassment move forward to Second Reading at a future Board Meeting.

VIII.F. President Ahola announced this is the First Reading of New Board Policy 5145.7 – Prohibition on Sexual Harassment.

Chair Keefer of the Policy Committee recommended that the First Reading of New Board Policy 5145.7 – Prohibition on Sexual Harassment move forward to Second Reading at a future Board Meeting.

VIII.G. President Ahola announced this is the First Reading of Revisions to Board Policy 1312.3 – Uniform Complaint Procedures.

Chair Keefer of the Policy Committee recommended that the First Reading of Revisions to Board Policy 1312.3 – Uniform Complaint Procedures move forward to Second Reading at a future Board Meeting.

VIII.H. President Ahola announced this is the First Reading and Proposed Eliminations of the Following Board Policies:

- BP 1150 – Distribution of County School Directory
- BP 2700 – Governance
- BP 2800 – Part C – Local Interagency Agreements
- BP 3800 – Supplementation of State/Federal Funds
- BP 3900 – Maintenance of Effort
- BP 3321 – Purchasing

Chair Keefer of the Policy Committee recommended that the First Reading and Proposed Eliminations of the Board Policies move forward to Second Reading at a future Board Meeting.

Ms. Stinson provided a brief explanation of the proposed changes and eliminations, explained that second readings will go before the Board at the next meeting, and answered questions posed by the Board. The Board heard Trustee Fong's request that the Board review the eliminations closely and suggested that the County School Directory be published online.

VIII.I. Ms. Talamantes moved, and Mr. Fong seconded the motion to approve the Proposed Board Meeting Dates for 2021-2022. 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

Mr. Fong suggested there be two meetings in July and/or August for 2022.

Mr. Brown thought this should be considered.

Ms. Lefkovitz requested a list of Board Reports and dates.

Superintendent Gordon noted that we typically have two meetings in August as this is when the Board Retreat is held.

Note: A revision was made to the Board Meeting dates for 2021-2022 due to a typographical error. October 12 was revised to October 19. The updated schedule was sent to the Board.

VIII.J. Dr. Matt Perry provided a report on Court and Community Schools: Student Support, Progress Monitoring, and Innovations to the Board.

IX.A. Mr. Fong would like a meeting with the school district reorganization committee to obtain information and updates on SJUSD's at large or by district elections.

Ms. Lefkovitz noted that there are so many good things that SCOE is working on and appreciated the proactiveness in preparing a plan to get the vaccine out to school staff. She also appreciated all the work happening with the SCOE Scholarship Committee.

Mr. Brown commented that the Academic Decathlon is soon. He serves as an interview judge and suspects they could use some volunteer help. As far as the SCOE Scholarship Committee, he has been talking to potential donors and is expecting multiple donations from various contacts. He will be sending the letters in the next couple of months.

Mr. Keefer was looking forward to the year and doing great things with SCOE.

Ms. Davis thanked Trustee Talamantes for attending the Board meeting on her birthday. She commented that she was very sad to hear about all the steps necessary to reopen schools and was lifted tonight after hearing from fellow Board members and was grateful to work with them. Her two sons attend school in Elk Grove and their principal sent a letter encouraging families to look at the things that cause anxiety. She hopes that families feel well supported, that students are being heard, and we are supporting their mental health. Thanked everyone for the continued work they do.

Ms. Talamantes would like to learn more about the Board's role in district reorganization. We are waiting for the census data to come back for the City of Sacramento due to redistricting; not sure how that applies to school districts.

IX.B. President Ahola read one of the poems from 916 Ink publication from 2016 written by student Elijah.

IX.C. There were no committee reports.

X.A. There was no distribution of the January/February Events item.

X.B. There was no distribution of the January/February Site Visits item.

XI. Schedule for Future Board Meetings

- A. February 2, 2021
- B. February 16, 2021

XII. Mr. Brown moved to adjourn the meeting. Mr. Keefer 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 9:04 p.m.

Respectfully submitted,

David W. Gordon  
Secretary to the Board

Date approved:

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of February 2, 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 November 17, 2020  
Approval of the Minutes of the Regular Board Meeting of December 8, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations
- VII. Superintendent's Report
  - A. Recognition of the March 2021 Employees of the Month
- VIII. New Business
  - A. Adoption of Consent Agenda
    1. Accept Report on Personnel Transactions
    2. Award Diplomas to Court and Community Schools Students
  - B. Naming of New SCOE Community School
  - C. Approval of Contracts
  - D. 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 Budgets
    1. \$3,000,000 Adverse Childhood Experiences (ACEs) Aware Network of Care Implementation Grants from the Aurrera Health Group, LLC on behalf of the California Department of Education of Health Care Services for the 2020-2021 and 2021-2022 fiscal years
  - E. Second Reading and Adoption of the Revisions to Board Policy 1312.3 – Uniform Complaint Procedures
  - F. Second Reading and Adoption of the Revisions to Board Policy 5145.3 – Prohibition on Discrimination and Harassment
  - G. Second Reading and Adoption of New Board Policy 5145.7 – Prohibition on Sexual Harassment
  - H. Informational Item: Administrative Rules and Regulations 1312.3 – Uniform Complaint Procedures
  - I. Informational Item: Administrative Rules and Regulations 5145.3 – Prohibition on Discrimination and Harassment
  - J. Informational Item: Administrative Rules and Regulations 5145.7 – Prohibition on Sexual Harassment
  - K. Second Reading and Elimination of the Following Board Policies:  
BP 1150 – Distribution of County School Directory  
BP 2700 – Governance  
BP 2800 – Part C – Local Interagency Agreements  
BP 3800 – Supplementation of State/Federal Funds



- BP 3900 – Maintenance of Effort
  - BP 3321 – Purchasing
  - L. Informational Item: Update: Diversity, Equity, and Inclusion
  - M. Board Report – Governor’s Budget
  - IX. Board Reports, Comments, and Ideas
    - A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. February/March Events
    - B. February/March Site Visits
  - XI. Schedule for Future Board Meetings
    - A. February 16, 2021
    - B. March 2, 2021
  - XII. Adjournment
- 

I. President Ahola called the meeting to order at 6:31 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; Nicolas Schweizer, Associate Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant.

Other staff present via teleconference were Teresa Stinson, General Counsel; 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. Mr. Fong led the Pledge of Allegiance.

III. On a motion by Ms. Davis and seconded by Mr. Brown, the minutes of the regular meeting of November 17, 2020 were approved. 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

On a motion by Mr. Fong and seconded by Ms. Talamantes, the minutes of the regular meeting of December 8, 2020 were approved. 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

IV. Mr. Fong moved to adopt the agenda. Mr. Keefer 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 Public Comments from the following individuals:

Junior Goris  
Dean Kunze  
Deneen Felix

VI.B. There were no requests for presentations from employee organizations.

VII.A. Cydny Rossi, Staff Secretary, School of Education, was recognized and honored as the classified employee of the month for March.

Suzanne White and Steffani LaZier, Teachers, Alternative Education, were recognized and honored as the certificated employees of the month for March.

Mr. Keefer commended Cydny Rossi and expressed his congratulations.

Mr. Brown recognized that being part of a virtual classroom was challenging and stated how proud he was on behalf of the accomplishments of Ms. White and Ms. LaZier.

Superintendent Gordon provided an update on reopening plans in our local districts and reported on the following:

#### LETTERS TO GOVERNOR AND LEGISLATURE

- On January 20, Superintendent Gordon, along with all the local school district superintendents in Sacramento County, sent letters to Governor Newsom and the State Legislature asking the state to prioritize COVID-19 vaccine doses for educators so schools can reopen and stay open. The letters note the need for a

coordinated and strategic approach that ensures vaccines are expeditiously administered to the education workforce when they become available.

#### SACRAMENTO COUNTY VACCINATION EFFORTS

- SCOE is working on a plan with Public Health Officer Dr. Kasirye and Sacramento County Public Health to move quickly once vaccinations are available. SCOE is collaborating with Public Health and their partners and have identified potential vaccination sites to meet the need in different geographic areas within the county. Each district has been surveyed regarding the number of nurses they have and the number of sites and staff at their elementary, middle, and high schools. Four districts have VFC certification (Vaccines for Children Program) to provide childhood vaccinations.

#### COURT AND COMMUNITY SCHOOLS and ADULT RE-ENTRY UPDATE

- SCOE is proud to announce that we will participate in Lifting the Bar II, a research study coordinated by Stanford University, in partnership with educators from San Francisco and Alameda County. Students leaving El Centro will receive direct in-community support developing their voice, and self-advocacy as they return to district schools or our own community school programs.
- We are pleased to announce our next virtual Senior Extension Graduation will take place on February 25. Ray Green, from the Sacramento Chapter of My Brother's Keeper, will serve as the Keynote speaker. We currently have over 35 graduates.
- The Court and Community School programs are open as follows:
  - El Centro – In-Person Instruction with daily small cohorts of students
  - Community School Base and Senior Extension: Distance Learning and One to One appointments
  - CARE Programs – Distance Learning
  - Adult Re-Entry – Placer and Sacramento – One to One appointments; Yolo (Remote Services)

#### SPECIAL EDUCATION UPDATE

- Mod/Severe programs at Galt High continue to offer both in-person and distance learning options.
- A start date for our Twin Rivers program has been pushed back as we fine-tune plans to serve students with moderate to severe disabilities.
- Student and staffing projections for the 2021-2022 year are in process.
- Teachers continue to work in their classrooms and make changes to plans to allow for physical distancing between students in preparation for in-person learning should their districts be able to open.
- Staff are continuing to refine their distance learning teaching skills.
- All infant program services continue to be conducted virtually, including assessments and IFSP meetings.
- Special Education staff have recently gone through Brigance training. Brigance assessments allow our Infant Development and Special Education professionals to see students' progress through a bit of a different lens.
- Staff at Leo A. Palmiter have begun implementing the RENEW program with students. RENEW is an evidence-informed, youth-driven planning process that

focuses on school-to-adult life transition and the development of a network of people who will help these students achieve their goals. RENEW is found to work best for youth who have a need to be in charge of their own process and support system and the team at Palmiter is working with students towards this goal.

#### COMMUNITY SCHOOL PROJECT UPDATE

- An update on the construction of our new Community School, located at Gerber and Power Inn Roads was provided, including photos of the progress. Each building will provide flexible space for a wide variety of programs and can be reconfigured for specific programming. The five-classroom wing will have four rooms that can serve as academic classrooms but can be turned into a technology lab or school media learning center. A fifth classroom is customized for our Senior Extension students, especially those with children. Construction is expected to be complete by early June.

#### CA SEL COMMUNITY OF PRACTICE

- On December 13, we hosted the first meeting of the California Social Emotional Learning Community of Practice. This meeting included representatives from every County Office in the state, the California Department of Health Care Services, the California Mental Health Oversight and Accountability Commission, the UC Berkeley Greater Good Science Center, and the Federal Emergency Management Agency. Our goal is to build the capacity of County Offices and provide tools and resources for classroom interventions for all California students and their families.

#### ACEs IMPLEMENTATION GRANT

- We are pleased to announce SCOE's Early Learning Department has received a \$3 million grant to serve as the lead agency for the Adverse Childhood Experiences Aware Implementation grant. It is called ACEs. SCOE will serve as the lead agency while River City Medical Group will serve as co-lead on the medical side. The funding will support the Sacramento County ACEs Aware Trauma Informed Network of Care Collaborative which will involve health care, public health, social services, early childhood, education, and justice. Several SCOE departments will be engaged in the work as will numerous local nonprofits. The goals of the Collaborative are to increase referrals for families to appropriate preventive help and increase access to trauma-informed training to prevent or mitigate toxic stress for families, especially those in our most vulnerable communities. This work will build upon the success and infrastructure established by Help Me Grow and the Black Child Legacy Campaign. Sacramento County is one of eight counties to be awarded the ACEs Aware Implementation grant funding.

#### REACH FOR THE UPSIDE! GRANT

- SCOE has been chosen as one of the Northern California teams to participate in the Reach for the Upside! grant. The program is a collaboration between Genentech and the Stanford d.school. The next phase is to participate in a series of design workshops and meetings to share ideas, collaborate with fellow grantees, and receive coaching to advance equity, innovation, and well-being for

young people in California. Our design idea is using our experience with three community schools to reconsider how to make learning more student-centric, leveraging as many available community resources as possible to be more supportive of students' social and emotional well-being. We will leverage our position to support school districts as they revise their plans and deploy resources in preparation for reopening schools. In our notification from the selection committee we were told, "We are all so impressed with the great work you are doing with Northern California students and how you are rising to the challenges of the pandemic."

#### ONGOING SCOE EQUITY WORK

- As you know, equity is serving as a foundation for our efforts, and we are working to collectively focus on diversity, equity, and inclusion in every SCOE department. As part of this work, on January 25, the National Equity Project facilitated a learning session with SCOE leaders and managers as we kicked off our deeper focus on equity.

#### SPEAKERS SERIES: EQUITY WORKSHOP

- On February 4, we will be hosting a virtual workshop in our ongoing SCOE Speakers Series. The event is titled "Excellence Through Equity" featuring educator and author Dr. Pedro Antonio Noguera. He is the Dean of the Rossier School of Education and a Distinguished Professor of Education at the University of Southern California. The session will focus on social justice, the needs for a whole child focus in schools, rising mental health needs, and the opportunity the pandemic has provided to reshape and redesign schools.

#### SCOE CSLA UPDATE

- The School of Education has successfully launched the SCOE 21st Century CA School Leadership Academy with over 150 leaders from 14 counties in our region. Informed by improvement science, the Academy will develop leaders' skills, knowledge, and behaviors to better meet the needs of all students, ultimately creating more equitable outcomes. 21CSLA is a collaborative partnership between the CDE, the CA Collaborative for Educational Excellence, the State Board of Education, the CA Subject Matter Project, the 21CSLA Center at UC Berkeley and UC Los Angeles, and seven Regional Academies across the state, functioning within the statewide System of Support. SCOE serves as the lead agency within the Placer-Sacramento GeoRegion, serving as the liaison between the region and the statewide 21CSLA. CSLA provides a series of leadership development opportunities including: Professional Development, Communities of Practice, and Individualized Leadership Coaching.

#### JUSTICE SOTOMAYOR PROJECT

- On January 22, we participated in a live video conferences with U.S. Supreme Court Justice Sonia Sotomayor. Over 400 students participated, and many students had the opportunity to ask questions to Justice Sotomayor. Each student also received a signed copy of the Justice's autobiography, *The Beautiful World of Sonia Sotomayor*.

## FEBRUARY “VIRTUAL” EVENTS

- There are several virtual events this month for which we are hosting “live” Zoom events or producing pre-recorded programs in lieu of in-person events. Events include:
  - Sacramento County Poetry Out Loud
  - The Academic Decathlon
  - Classified School Employee of the Year
  - Mock Trial Awards Ceremony

## SCOE CLOSED

- Reminded everyone that all SCOE offices will be closed on Monday, February 15 for President’s Day and Monday, February 22 for Lincoln’s birthday.

VIII.A. Mr. Keefer moved and Ms. Davis 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: Gavontay Dauterive and Samantha Yzabella Duran from Cordova Lane Senior Extension; 1 candidate from El Centro Jr./Sr. High School; Heaven Faith Campbell from Elinor Lincoln Hickey Jr./Sr. High School; Otis Joseph Lozinto, Isaiah Gonzalez-Johnson, Hasib Rahmani, Isaiah Lucky, Billy Ching Lee, and Melissa Michele Roger from Gerber Senior Extension; Trahan Damariah Fournette, Robert Isaac Ibarra, Javier Eric Hernandez, Elmerissa Helava Taukave-Langman, Stephanie Nolasco, Salena Quiroz, Angelo Josh Cruz Estrellado, Ashley Walcker, John Augustine Ruiz, and Raquel Marie Leyba from North Area Senior Extension.

## VIII.B. Naming of New SCOE Community School

Teresa Stinson, General Counsel, presented this item to the Board.

Per Board Policy 1351, an Ad Hoc Committee met on January 8 to discuss potential names for the new SCOE community school and unanimously recommended that it be named after Nathaniel Colley.

Ad Hoc Committee Member Cassandra Jennings, CEO of the Sacramento Urban League, addressed the Board and provided background information regarding Nathaniel Colley.

Ms. Lefkovitz spoke in favor of naming the school after a local leader, especially a leader of color and found it noteworthy to mention that it is happening in Black History Month.

Ms. Talamantes spoke of her support for this recommendation.

Mr. Fong thanked the committee for the recommendation. He also shared some of Nathaniel Colley's many contributions to education and youth.

Ms. Davis appreciated the information provided with the Board packet that highlighted Nathaniel Colley's accomplishments and clearly qualify him for this honor.

Mr. Keefer was excited about Nathaniel Colley and his life. He appreciated Trustee Fong's in-depth research. He hoped it is a name that stands for centuries rather than what happened in San Francisco of renaming schools. He hopes it will make a lasting impression for students and that we can build it into our curriculum in Sacramento County.

Mr. Brown noted that Mr. Colley changed his major from chemistry to law. His chemistry mentor was George Washington Carver. He was a national figure in law, served on the NAACP for 30-40 years, and met every president from 1948 until he passed away. Channel 6 has a program about Nathaniel Colley. He thanked everyone for the consideration. The family is honored.

Mr. Fong moved, and Ms. Davis seconded the motion to name the new SCOE Community School after Nathaniel Colley. The motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Brown) based on the following Roll Call vote:

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

VIII.C. Ms. Talamantes moved and Mr. Keefer seconded approval of the contracts. Motion to approve the contracts 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. On a motion by Mr. Brown, seconded by Mr. Keefer, 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. \$3,000,000 Adverse Childhood Experiences (ACEs) Aware Network of Care Implementation Grants from the Aurrera Health Group, LLC on behalf of the California Department of Education of Health Care Services for the 2020-2021 and 2021-2022 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.E. President Ahola announced this is the Second Reading and Adoption of the Revisions to Board Policy 1312.3 – Uniform Complaint Procedures. This is coming from the Policy Committee and therefore does not require a second.

Mr. Brown moved to adopt the revisions to Board Policy 1312.3 – Uniform Complaint Procedures. 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.F. President Ahola announced this is the Second Reading and Adoption of the Revisions to Board Policy 5145.3 – Prohibition on Discrimination and Harassment. This is coming from the Policy Committee and therefore does not require a second.

Ms. Lefkovitz moved to adopt the revisions to Board Policy 5145.3 – Prohibition on Discrimination and Harassment. 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.G. President Ahola announced this is the Second Reading and Adoption of New Board Policy 5145.7 – Prohibition on Sexual Harassment. This is coming from the Policy Committee and therefore does not require a second.

Ms. Davis moved to adopt New Board Policy 5145.7 – Prohibition on Sexual Harassment. 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.H. An informational item of the Administrative Rules and Regulations 1312.3 – Uniform Complaint Procedures was provided in the Board packet.

VIII.I. An informational item of the Administrative Rules and Regulations 5145.3 – Prohibition on Discrimination and Harassment was provided in the Board packet.

VIII.J. An informational item of the Administrative Rules and Regulations 5145.7 – Prohibition on Sexual Harassment was provided in the Board packet.

VIII.K. President Ahola announced this is the Second Reading and Adoption of the Proposed Eliminations of the Following Board Policies:

BP 1150 – Distribution of County School Directory  
BP 2700 – Governance  
BP 2800 – Part C – Local Interagency Agreements  
BP 3800 – Supplementation of State/Federal Funds  
BP 3900 – Maintenance of Effort  
BP 3321 – Purchasing

This is coming from the Policy Committee and therefore does not require a second.

Mr. Brown moved to adopt the Proposed Eliminations of the Following Board Policies:

BP 1150 – Distribution of County School Directory  
BP 2700 – Governance  
BP 2800 – Part C – Local Interagency Agreements

BP 3800 – Supplementation of State/Federal Funds  
BP 3900 – Maintenance of Effort  
BP 3321 – Purchasing

Mr. Fong explained that he had concerns about each elimination and spoke of them at the committee meeting. He asked that the Board consider voting against the elimination of the policies. He expressed specifically his desire to keep the County School Directory.

Mr. Fong made a substitution motion to keep the Board Policies. Ms. Talamantes seconded the motion.

Ms. Stinson answered questions about the proposed eliminations.

Substitution motion by Mr. Fong failed to carry 1 aye, 6 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

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

Original motion by Mr. Brown. 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.L. An informational item of the Update: Diversity, Equity, and Inclusion was provided in the Board packet.

Kristin Wright and Channa Cook-Harvey provided a brief update about the progress and direction of the equity work at SCOE and Board members provided feedback.

Dr. Cook-Harvey briefly summarized that she was hearing the Board's desire for learning, discussion of role, examples from other organizations that we could learn from, and sharing of experiences.

VIII.M. Nicolas Schweizer, Associate Superintendent, provided a report on the Governor's Budget to the Board.

IX.A. Mr. Fong wanted to revisit the BP on naming of schools. If community members are to be included on the committee this should be part of the policy. He was looking forward to finishing construction of the school and other future facility improvements.

Ms. Talamantes indicated an interest in revisiting the BP on naming of schools. She continues to work from home.

Ms. Lefkowitz went to LINKS mentoring today and enjoyed visiting with students. She requested an updated Organizational Chart. She was pleased to see the money for summer school and expanded learning was in the budget and hopes SCOE can mobilize for our students this summer and/or helping the districts. She has received phone calls inquiring about SCOE's role in the reopening of schools and requested a statement that could be shared with constituents.

Mr. Brown has received calls asking when will schools and sports be open. He participated in the virtual Academic Decathlon. Craig Irish did an excellent job despite some technical glitches. About 15 kids were interviewed and a total of about 200 kids participated. Mr. Brown said that he and his family feel honored that the new school will be named after Nathaniel Colley.

Ms. Davis commented that Nathaniel Colley was a resident of Elk Grove. Summer is not around the corner because Phil saw his shadow which means we have six more weeks of winter. She was excited that Ms. Talamantes shares her infinity for groundhog culture. She asked if the speaker series on February 4 will be videotaped because she is not able to join.

Superintendent Gordon said the speaker series is usually not videotaped.

Deputy Superintendent Herota said we will look into it.

Mr. Keefer offered congratulations to SCOE with the staffing reassignments that were highlighted tonight in the employee of the month acknowledgements. He thought that the Nathaniel Colley selection for the new school was excellent. He would like to see the BP on naming of schools revisited.

IX.B. President Ahola echoed fellow trustees comments from this evening. She read, "I'm Not Equality", by W.A.K. (student from El Centro Jr./Sr. High School) from *Rage and Hope*; the book was published in 2017.

IX.C. There were no committee reports.

X.A. There was no distribution of the February/March Events item.

X.B. There was no distribution of the February/March Site Visits item.

XI. Schedule for Future Board Meetings

A. February 16, 2021

B. March 2, 2021

XII. Mr. Fong moved to adjourn the meeting in the memory of SCOE employee Ron Thompson. Mr. Keefer 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 9:32 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 – March 2, 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>
Management	Special Education	Buchner, Mauricio	Mgmt.	Psychologist 8 h/d 5 d/w 197 d/y PC# 000056	Special Education	2/16/21	MT-36
Management	Business Services	Schwefel, Peter	Promotion	Manager, Financial Services 8 h/d 5 d/2 244 d/y PC# 000085	Business Services	2/8/21	MT-29
	Through a competitive process, this individual was selected for a new position, which increased the salary by more than \$10,000.						
Classified	C-SAPA	Frame, Sean	Prob.	Multi Media Design Specialist 8 h/d 5 d/w 244 d/y PC# 200029	C-SAPA	2/16/21	CL-45-A
Classified	Personnel	Fosco, Rhiannon	Prob.	Office Assistant 8 h/d 5 d/w 244 d/y PC# 000139	Personnel	1/27/21	CL-17-A
Classified	Planning & Improvement	Holm, Kimberly	Promotion	Program Analyst 8 h/d 5 d/w 244 d/y PC# 210028	Planning & Improvement	2/9/21	CL-36-D
Classified	C-SAPA	Okamoto, Keiko	Prob.	Multi Media Design Specialist 8 h/d 5 d/w 244 d/y PC# 200028	C-SAPA	2/8/21	CL-45-A
Classified	Personnel	Shea, Kimberly	Prob.	Personnel Technician – Credentials 8 h/d 5 d/w 244 d/y PC# 040014	Personnel	2/8/21	CL-29-A
Classified	Payroll	Vue, Koger	Prob.	Payroll Analyst 8 h/d 5 d/w 244 d/y PC# 210030	Payroll	2/16/21	CL-32-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	Hickey CS/NACS	Okemiri, Eziuche	Resource Specialist	Interim Assignment in Community Schools and Sr. Extension Programs	1/26/21
Classified	Business Services	Ciccarelli, Michelle	Accounting Technician	Within Business Services	2/21/21

**LIMITED TERM/TEMPORARY APPOINTMENTS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date/ Duration</b>
Certificated	Special Education	Richer, Daniel	Substitute Teacher	Various	2/9/21
Classified	Special Education	Villarreal, Renee	Para Educator	Various	1/13/21

**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>
Certificated	Retirement	Liebert, Linda	Director, School of Education	School of Education	04/5/21	Retirement

**R E C A P**

	<b>Management</b>	<b>Certificated</b>	<b>Classified</b>	<b>Total</b>
Regular Appointments	2	0	6	8
Transfers	0	1	1	2
Limited Term/Temporary Assignments	0	1	1	2
Separations	0	1	0	1
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>13</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> VIII.A.2. <b>Enclosures:</b> 1
<b>Reason:</b> Approval	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry Michael Kast <b>Board Meeting Date:</b> 03/02/21

**BACKGROUND:**

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

**Cordova Lane Senior Extension**

Jose Alfredo Martinez-Carillo  
Raeanna Moore  
Albert Lupe Guerra  
Tarrique Lavey Cache Newman

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

6 Candidates

**E.L. Hickey Jr./Sr. High School Senior Extension**

Eric Espinoza

**Gerber Jr./Sr. High School**

Selina Abell

**Gerber Jr/Sr High School Senior Extension**

Anthony Shelton  
Eaundrey Silas Nanez  
Keveonna Unique Singleton  
Josie Collins  
Joserie Howard  
Alyssa Marie Roberts - Simmons

**North Area Senior Extension**

Ana E. Muratalla  
Rickey Dale Huckabee  
Imari Lynette Barnes

**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.



**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> 2020-2021 School Accountability Report Cards for Court and Community Schools and Special Education Programs	<b>Agenda Item No.:</b> VIII.A.3. <b>Enclosures:</b> 98
<b>Reason:</b> Approval	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry Michael Kast <b>Board Meeting Date:</b> 03/02/21

**BACKGROUND:**

This is to inform you that the annual School Accountability Report Cards (SARCs) for the 2020-2021 school year have been updated for your review. Since November 1988, state law has required all public schools receiving state funding prepare and distribute a SARC. A similar requirement is also contained in the federal Every Student Succeeds Act (ESSA). The purpose of the report card is to provide parents/guardians and the community with important information about each public school. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

State law requires that the SARC contain information in the following categories:

- School Mission, Goals, and Accomplishments
- Enrollment and Demographics
- School Safety and Climate for Learning
- Teaching Staff
- School Finances
- Curriculum and Instruction
- Student Performance
- State and Federal Accountability
- School Completion and Postsecondary Preparation Information

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent concurs with the recommendation of the Court and Community Schools and Special Education Programs, that the 2020-2021 School Accountability Report Cards be submitted to the Board of Education for consideration and approval.

**SACRAMENTO COUNTY OFFICE OF EDUCATION**

**SCHOOL ACCOUNTABILITY  
REPORT CARDS**

2019 – 2020

Submitted on March 2, 2021

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

School Accountability

Report Card

2019 – 2020

# El Centro Jr./Sr. High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	El Centro Jr./Sr. High School
<b>Street</b>	9601 Kiefer Boulevard
<b>City, State, Zip</b>	Sacramento, CA 95827
<b>Phone Number</b>	(916) 228-2525
<b>Principal</b>	Barbara Modlin
<b>Email Address</b>	bmodlin@scoe.net
<b>County-District-School (CDS) Code</b>	34-10348-0106278

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

## School Description and Mission Statement (School Year 2020-2021)

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### Principal's Message

El Centro Jr./Sr. High School, operated by the Sacramento County Office of Education, is accredited by the Western Association of Schools and Colleges (WASC) and provides students with educational options leading to a high school diploma, Associate's Degree, Pre-Apprenticeship programs in Construction Technology and Culinary Arts, and career exploration and preparation.

El Centro Jr./Sr. High School utilizes California State Board of Education adopted curriculum and all teachers are credentialed in the subjects they teach. We operate a year-round school, and students attend school five periods per day.

We are committed to providing each student with the educational options needed to transition back to a comprehensive high school, an alternative school setting, a vocational training program, or community college. In order to do this we have a team of Transition Specialists who work closely with each student to develop a Student Success Plan to ensure students have ongoing support, and a plan for success upon release.

It is a pleasure and a privilege to serve as principal at El Centro Jr./Sr. High School.

~Barbara Modlin

### School Description and Mission

El Centro Jr./Sr. High School, is located within the Sacramento County Youth Detention Facility. Probation staff supervise youth in an environment that encourages prosocial behavior through a proactive, strengths -based approach, recreation, and counseling. A mental health team provides crisis intervention, and medical care is provided via the onsite medical clinic.

SCOE is a customer-driven educational leader and agent for change in the county, region, and State. We support the preparation of students for a changing global society, through a continuously improving system of partnerships and coordinated services for our students.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	1
Grade 8	7
Grade 9	16
Grade 10	25
Grade 11	49
Grade 12	17
<b>Total Enrollment</b>	<b>115</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	45.2
American Indian or Alaska Native	0.9
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	2.6
White	9.6
Two or More Races	8.7
Socioeconomically Disadvantaged	100
English Learners	5.2
Students with Disabilities	34.8
Foster Youth	21.7
Homeless	9.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	12	12	70
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 06/2016: <ul style="list-style-type: none"> <li>• SpringBoard (CollegeBoard),</li> <li>• Inside/Edge (National Geographic Learning/Cengage Learning),</li> <li>• Read 180 (Houghton Mifflin Harcourt Intervention)</li> </ul>	Yes	0
<b>Mathematics</b>	Adopted 06/2015: <ul style="list-style-type: none"> <li>• California Math (McGraw Hill),</li> <li>• Integrated High School Math 1, 2, 3 (Pearson)</li> </ul>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>SCOE began an NGSS Science materials adoption in the 2019-20 school year. Due to COVID 19 we were unable to complete the adoption and implementation as planned.</p> <p>Adopted 08/2008:</p> <ul style="list-style-type: none"> <li>• Physical Science (Glencoe),</li> <li>• Earth Science (AGS),</li> <li>• Life Science (Glencoe)</li> <li>• Life Science (AGS)</li> <li>• Biology: Cycles of Life (Pearson Publishing/AGS)</li> <li>• Physical Science (Pearson Publishing/AGS)</li> <li>• Pacemaker Biology (Pearson Publishing/AGS)</li> <li>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)</li> </ul>	Yes	0
<b>History-Social Science</b>	<p>Adopted May 2018</p> <ul style="list-style-type: none"> <li>• Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the United States (McGraw Hill-Networks)</li> <li>• United States History and Geography (McGraw Hill-Networks)</li> <li>• United States History and Geography, Modern Times (McGraw Hill-Networks)</li> <li>• United States Government: Our Democracy (McGraw Hill-Networks)</li> <li>• Understanding Economics (McGraw Hill-Networks)</li> </ul>	Yes	0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

El Centro Jr./Sr. High School is located within the Sacramento County Youth Detention Facility. Operation of the facility is conducted by the Sacramento County Probation Department under the County Board of Supervisors. The classroom facilities meet safety standards of the Asbestos Hazard Emergency Response Act and the Field Act.



100% of the areas inspected passed with a "Good" rating

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	9	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	32	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	10	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

El Centro offers three CTE programs: Northern California Construction Training (NCCT) pre-apprenticeship program in construction, a Culinary Arts pre-apprenticeship, and Office Occupations. We maintain three transition specialists on staff to provide students with services and information about their post-incarceration plans, including continuing academic education post-release, CTE options, and to support transitioning back into their community.

SCOE's primary representative of the district's CTE advisory committee is Matt Perry, Assistant Superintendent.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020-2021)

We regularly communicate with parents and family regarding any issues related to school with their children. We welcome parental inquiry and input and look forward to these opportunities as they present themselves. An active School Site Council meets quarterly and encourages parents to participate, also Probation hosts a Parent Orientation in the Visitor's Center every third Thursday and there is always a school representative to speak with; however, if you ever have any questions, or need any assistance, please contact me directly.

Principal, Barbara Modlin at 916-228-2531

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	52	37.7	29.3	36.8	33.1	20.5	9.1	9.6	9
Graduation Rate	13	26.4	48	20.8	22.3	31.3	82.7	83	84.5

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	1.6	8.6	11.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	.08	.08

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.01	9.5	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Last updated: February 3, 2020

Safety and security are priorities at El Centro Jr./Sr. High School. Safety plans are a joint effort between the SCOE and the County Probation Department and are reviewed annually. School staff receives training to address any safety issues. Emergency preparedness manuals are developed with staff input and are accessible to all staff. The manual contains information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. El Centro Jr./Sr. High School has the support and services of on-site Probation staff, which ensures a safe learning environment for all students and staff.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	6	18			4	22						
Mathematics	5	24			3	24						
Science	5	20			3	23						
Social Science	4	23			3	42						

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	164.3

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	1
Other	5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,938	4,554	13,384	\$96,635
District	N/A	N/A	\$2,595	\$88,004
Percent Difference - School Site and District	N/A	N/A	135.0	9.3
State	N/A	N/A	\$7,750	\$82,919
Percent Difference - School Site and State	N/A	N/A	53.3	15.3

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

The Special Education Department offers special education services to students who attend El Centro Jr./Sr. High School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education team. Students attending El Centro Jr./Sr. High School in the Youth Detention Facility receive special education services in a Special Day Class (for students that require a full day of special education service(s), or through the Resource Specialist Program (for students that require less intensive special education services); both staffed by credentialed special education teachers and special education technicians.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A



Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses		

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The Sacramento County Office of Education's education staff possesses expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, project-based learning, review, analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

# **Elinor Lincoln Hickey Jr./Sr. High School**

School Accountability

Report Card

2019 – 2020

# Elinor Lincoln Hickey Jr./Sr. High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### **About This School**

##### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Elinor Lincoln Hickey Jr./Sr. High School
<b>Street</b>	2040 Ethan Way
<b>City, State, Zip</b>	Sacramento, CA 95825
<b>Phone Number</b>	(916) 228-2074
<b>Principal</b>	Lisa Alcalá
<b>Email Address</b>	lalcala@scoe.net
<b>County-District-School (CDS) Code</b>	34-10348-0106237

**District Contact Information (School Year 2020-2021)**

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

**School Description and Mission Statement (School Year 2020-2021)****Principal's Message**

Elinor Lincoln Hickey Jr./Sr. High School is dedicated to helping youth reach their full potential academically, behaviorally, and socially. While the focus at Elinor Lincoln Hickey Jr./Sr. High School is academic success. Teachers and staff understand that before learning can occur, we must first address deeper issues that often prevent academic success. Once emotional needs are addressed, students can increase their literacy and mathematics competencies, earn credit, gain job skills, graduate from high school, and transition into a post-secondary environment. Besides providing strong behavioral supports, the staff works with students to develop an individual success plan created to help set realistic goals they can accomplish while at our school. Our students engage in data-driven instruction designed to accelerate learning based on the student's individual strengths. We provide a small campus setting with a modified schedule that allows staff and students to forge close, trusting relationships. Each student is encouraged to participate in mentoring and extracurricular activities. Guest speakers, assemblies, field trips, vocational goal setting, career exploration/readiness, and academic tutoring are all available for our students.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 8	4
Grade 9	1
Grade 10	6
Grade 11	62
Grade 12	33
Total Enrollment	106

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	37.7
Filipino	0.9
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.9
White	9.4
Two or More Races	11.3
Socioeconomically Disadvantaged	95.3
English Learners	15.1
Students with Disabilities	13.2
Foster Youth	8.5
Homeless	19.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	5	5	70
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 06/2016: <ul style="list-style-type: none"> <li>• SpringBoard (CollegeBoard),</li> <li>• Inside/Edge (National Geographic Learning/Cengage Learning),</li> <li>• Read 180 (Houghton Mifflin Harcourt Intervention)</li> </ul>	Yes	0
<b>Mathematics</b>	Adopted 06/2015: <ul style="list-style-type: none"> <li>• California Math (McGraw Hill),</li> <li>• Integrated High School Math 1, 2, 3 (Pearson)</li> </ul>	Yes	0
<b>Science</b>	SCOE began an NGSS Science materials adoption in the 2019-20 school year. Due to COVID 19 we were unable to complete the adoption and implementation as planned.  Adopted 08/2008: <ul style="list-style-type: none"> <li>• Physical Science (Glencoe),</li> <li>• Earth Science (AGS),</li> <li>• Life Science (Glencoe)</li> <li>• Life Science (AGS)</li> <li>• Biology: Cycles of Life (Pearson Publishing/AGS)</li> <li>• Physical Science (Pearson Publishing/AGS)</li> <li>• Pacemaker Biology (Pearson Publishing/AGS)</li> <li>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)</li> </ul>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Adopted May 2018 <ul style="list-style-type: none"> <li>• Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the United States (McGraw Hill-Networks)</li> <li>• United States History and Geography (McGraw Hill-Networks)</li> <li>• United States History and Geography, Modern Times (McGraw Hill-Networks)</li> <li>• United States Government: Our Democracy (McGraw Hill-Networks)</li> <li>• Understanding Economics (McGraw Hill-Networks)</li> </ul>	Yes	0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

Elinor Lincoln Hickey Jr./Sr. High School consists of six student classroom areas, a multi-purpose room and an administration building. A safe and clean environment is provided for students and staff by full-time SCOE maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a work order System. Cleaning schedules ensure proper cleaning of the site on a daily, weekly, and quarterly basis. Ongoing inspections ensure the site meets or exceeds good repair standards.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	32	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	10	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### CAASPP Test Results in Science by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

Students at Elinor Lincoln Hickey Jr./Sr. High School engage in CTE courses in Construction and Early Childhood Development to assist them in preparing for college and career upon transition from school. Students also have the option of enrolling in Nursery and Landscaping or Culinary Arts at the Leo A. Palmiter site. All students participated in at least one of these CTE opportunities. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact Hickey Jr/Sr High School for additional information regarding becoming a member of the School Site Council or participating in other school and district advisory meetings. For more information on parental involvement, contact Lisa Principal Lisa Alcalá at 916-228-2074.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	33.3	42	24.1	36.8	33.1	20.5	9.1	9.6	9
Graduation Rate	20.8	20	25.9	20.8	22.3	31.3	82.7	83	84.5

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	22.2	13.7	8.6	11.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	13.7	9.5	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

Last updated: February 25, 2020

Emergency preparedness manuals were developed with staff input and are accessible in each classroom and office. The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. The school’s staff and students participate in the required evacuation practices.

The school also has the support and services of an on-site School Resource Officer through the auspices of the Sacramento County Sheriff’s Department. Safety practices and procedures are reviewed and updated regularly.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	7	17			4	23						
Mathematics	12	8			4	15						
Science	11	7			5	14						
Social Science	9	14			4	34	1					

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	265

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,050	\$6,188	\$10,862	\$84,250
District	N/A	N/A	\$2,595	\$88,004
Percent Difference - School Site and District	N/A	N/A	122.9	-4.4
State	N/A	N/A	\$7,750	\$82,919
Percent Difference - School Site and State	N/A	N/A	33.4	1.6

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

The Special Education Department at SCOE offers special education services to students who attend Elinor Lincoln Hickey Jr./Sr. High School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending Elinor Lincoln Hickey Jr./Sr. High School receive special education services through the Resource Specialist Program, which is staffed by credentialed special education teachers and special education technicians.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The Sacramento County Office of Education's education staff possesses expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, project-based learning, review, analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

# **Gerber Jr./Sr. High School**

School Accountability  
Report Card  
2019 – 2020



# Gerber Jr./Sr. High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Gerber Jr./Sr. High School
<b>Street</b>	8401 Gerber Road, Suite A
<b>City, State, Zip</b>	Sacramento, CA 95828
<b>Phone Number</b>	(916) 228-2329
<b>Principal</b>	Lisa Alcala
<b>Email Address</b>	lalcala@scoe.net
<b>County-District-School (CDS) Code</b>	34-10348-0118745

**District Contact Information (School Year 2020-2021)**

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

**School Description and Mission Statement (School Year 2020-2021)****Principal's Message**

Gerber Jr./Sr. High School is dedicated to helping youth reach their full potential academically, behaviorally, and socially. While the focus at Gerber Jr./Sr. High School is academic success. Teachers and staff understand that before learning can occur, we must first address deeper issues that often prevent academic success. Once emotional needs are addressed, students can increase their literacy and mathematics competencies, earn credit, gain job skills, graduate from high school, and transition into a post-secondary environment. Besides providing strong behavioral supports, the staff works with students to develop an individual success plan created to help set realistic goals they can accomplish while at our school. Our students engage in data-driven instruction designed to accelerate learning based on the student's individual strengths. We provide a small campus setting with a modified schedule that allows staff and students to forge close, trusting relationships. Each student is encouraged to participate in mentoring and extracurricular activities. Guest speakers, assemblies, field trips, vocational goal setting, career exploration/readiness, and academic tutoring are all available for our students.

**School Description and Mission**

Gerber Jr./Sr. High School has been in operation since 2006. Since 2008, it has functioned as a community school of the Sacramento County Office of Education. The site serves public school students in grades 7-12 referred by a School District, the Probation Department, or the School Attendance Review Board (SARB). Students either transition back to their home district after one or two successful semesters and completion of district return requirements; or complete their education at Gerber after earning a high school diploma.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 6	30
Grade 7	60
Grade 8	84
Grade 9	24
Grade 10	26
Grade 11	103
Grade 12	62
Total Enrollment	389

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	19.5
American Indian or Alaska Native	1
Asian	5.4
Filipino	1.5
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	1
White	28.5
Two or More Races	6.4
Socioeconomically Disadvantaged	65.3
English Learners	9.8
Students with Disabilities	5.1
Foster Youth	2.6
Homeless	7.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	17	17	70
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 06/2016: <ul style="list-style-type: none"> <li>• SpringBoard (CollegeBoard),</li> <li>• Inside/Edge (National Geographic Learning/Cengage Learning),</li> <li>• Read 180 (Houghton Mifflin Harcourt Intervention)</li> </ul>	Yes	0
<b>Mathematics</b>	Adopted 06/2015: <ul style="list-style-type: none"> <li>• California Math (McGraw Hill),</li> <li>• Integrated High School Math 1, 2, 3 (Pearson)</li> </ul>	Yes	0
<b>Science</b>	SCOE began an NGSS Science materials adoption in the 2019-20 school year. Due to COVID 19 we were unable to complete the adoption and implementation as planned.  Adopted 08/2008: <ul style="list-style-type: none"> <li>• Physical Science (Glencoe),</li> <li>• Earth Science (AGS),</li> <li>• Life Science (Glencoe)</li> <li>• Life Science (AGS)</li> <li>• Biology: Cycles of Life (Pearson Publishing/AGS)</li> <li>• Physical Science (Pearson Publishing/AGS)</li> <li>• Pacemaker Biology (Pearson Publishing/AGS)</li> <li>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)</li> </ul>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Adopted May 2018 <ul style="list-style-type: none"> <li>• Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the United States (McGraw Hill-Networks)</li> <li>• United States History and Geography (McGraw Hill-Networks)</li> <li>• United States History and Geography, Modern Times (McGraw Hill-Networks)</li> <li>• United States Government: Our Democracy (McGraw Hill-Networks)</li> <li>• Understanding Economics (McGraw Hill-Networks)</li> </ul>	Yes	0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

Gerber Jr./Sr. High School consists of four student classroom areas and a multi-purpose room. A safe and clean environment is provided for students and staff by full-time maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a work order System. Cleaning schedules ensure proper cleaning of the site on a daily, weekly, and quarterly basis. Ongoing inspections are performed to ensure the site meets or exceeds good repair standards.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	15	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	3	N/A	32	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	2	N/A	10	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### CAASPP Test Results in Science by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

Students at Gerber Jr./Sr. High School learn employability skills to assist them in preparing for college and career upon transition from school. Students also had the option of enrolling in Construction, Nursery and Landscaping, or Culinary Arts at the E.L. Hickey or Leo A. Palmiter site. All students participated in at least one CTE opportunity. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-2021)

##### Parental Involvement

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact Gerber Jr./Sr. High School for additional information regarding becoming a School Site Council member or participating in other school and district advisory meetings. For more information on parental involvement, contact Principal Lisa Alcalá at 916-228 2339.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	23.1	27.3	19.1	36.8	33.1	20.5	9.1	9.6	9
Graduation Rate	28.8	21.2	27	20.8	22.3	31.3	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.1	10.1	8.6	11.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.1	9.5	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Last updated: February 19, 2020

Emergency preparedness manuals are developed with staff input in coordination with the Elk Grove Unified School District's Adult Education Program (with whom we share building space). The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. The school's staff and students participate in regularly scheduled evacuation practices. Safety practices and procedures are reviewed and updated regularly.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	6	14	1		11	24		1				
Mathematics	7	12	1		10	17	1					
Science	8	8	1		7	18						
Social Science	6	18	1		9	27	1	1				

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	778

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,378	3,097	10,300	\$93,443
District	N/A	N/A	\$2,595	\$88,004
Percent Difference - School Site and District	N/A	N/A	119.5	6.0
State	N/A	N/A	\$7,750	\$82,919
Percent Difference - School Site and State	N/A	N/A	28.3	11.9

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

Students' needs identified in an Individualized Special Education Program (IEP) developed by a school district, or a county office education team, receive special education services through the Resource Specialist Program staffed by special education teachers and special education technicians.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The Sacramento County Office of Education's education staff possesses expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, project-based learning, review, analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

# **North Area Community School**

School Accountability

Report Card

2019 - 2020

# North Area Community School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	North Area Community School
<b>Street</b>	4000 Pinell Street
<b>City, State, Zip</b>	Sacramento, CA 95838
<b>Phone Number</b>	(916) 228-2073
<b>Principal</b>	Lisa Alcalá
<b>Email Address</b>	lalcala@scoe.net
<b>County-District-School (CDS) Code</b>	34-10348-0106245

**District Contact Information (School Year 2020-2021)**

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

**School Description and Mission Statement (School Year 2020-2021)****Principal's Message**

North Area Community School is dedicated to helping youth reach their full potential academically, behaviorally, and socially. While the focus at North Area Community School is academic success. Teachers and staff understand that before learning can occur, we must first address deeper issues that often prevent academic success. Once emotional needs are addressed, students can increase their literacy and mathematics competencies, earn credit, gain job skills, graduate from high school, and transition into a post-secondary environment. Besides providing strong behavioral supports, the staff works with students to develop an individual success plan created to help set realistic goals they can accomplish while at our school. Our students engage in data-driven instruction designed to accelerate learning based on the student's individual strengths. We provide a small campus setting with a modified schedule that allows staff and students to forge close, trusting relationships. Each student is encouraged to participate in mentoring and extracurricular activities. Guest speakers, assemblies, field trips, vocational goal setting, career exploration/readiness, and academic tutoring are all available for our students.

**School Description and Mission**

North Area Community School serves students in grades 7-12, who live within school districts in the north and northwest portions of Sacramento County and are referred by school districts, the Probation Department, or School Attendance Review Boards (SARBs). Our curriculum is aligned to California State Standards, and is infused with career technical education to provide learning experiences for each student. Our mission is to address the needs of students who have been unsuccessful in traditional school settings. We treat each student with dignity and respect and create an environment where students thrive. Students typically attend the program for two semesters before returning to their home district or completing their education with a high school diploma.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 8	2
Grade 9	3
Grade 10	4
Grade 11	53
Grade 12	34
Total Enrollment	96



## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	35.4
Asian	4.2
Hispanic or Latino	39.6
White	7.3
Two or More Races	10.4
Socioeconomically Disadvantaged	88.5
English Learners	12.5
Students with Disabilities	8.3
Foster Youth	2.1
Homeless	17.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	4	3	70
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 06/2016: <ul style="list-style-type: none"> <li>• SpringBoard (CollegeBoard),</li> <li>• Inside/Edge (National Geographic Learning/Cengage Learning),</li> <li>• Read 180 (Houghton Mifflin Harcourt Intervention)</li> </ul>	Yes	0
<b>Mathematics</b>	Adopted 06/2015: <ul style="list-style-type: none"> <li>• California Math (McGraw Hill),</li> <li>• Integrated High School Math 1, 2, 3 (Pearson)</li> </ul>	Yes	0
<b>Science</b>	SCOE began an NGSS Science materials adoption in the 2019-20 school year. Due to COVID 19 we were unable to complete the adoption and implementation as planned.  Adopted 08/2008: <ul style="list-style-type: none"> <li>• Physical Science (Glencoe),</li> <li>• Earth Science (AGS),</li> <li>• Life Science (Glencoe)</li> <li>• Life Science (AGS)</li> <li>• Biology: Cycles of Life (Pearson Publishing/AGS)</li> <li>• Physical Science (Pearson Publishing/AGS)</li> <li>• Pacemaker Biology (Pearson Publishing/AGS)</li> <li>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)</li> </ul>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Adopted May 2018 <ul style="list-style-type: none"> <li>• Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the United States (McGraw Hill-Networks)</li> <li>• United States History and Geography (McGraw Hill-Networks)</li> <li>• United States History and Geography, Modern Times (McGraw Hill-Networks)</li> <li>• United States Government: Our Democracy (McGraw Hill-Networks)</li> <li>• Understanding Economics (McGraw Hill-Networks)</li> </ul>	Yes	0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

North Area Community High School consists of six student classroom areas, a multipurpose room and an administration building. A safe and clean environment is provided for students and staff by full-time SCOE maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a work order System. Cleaning schedules ensure proper cleaning of the site on a daily, weekly and quarterly basis. Ongoing inspections ensure the site meets or exceeds good repair standards.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	17	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	32	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	10	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

Students at North Area Community School learn CTE employability skills to assist them in preparing for college and career upon transition from school. Students have the option of enrolling in Construction, Nursery and Landscaping, or Culinary Arts at the E.L. Hickey or Leo A. Palmiter site. All students participate in at least one CTE opportunity. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact North Area Community School for additional information regarding becoming a member of the School Site Council or participating in other school and district advisory meetings. For more information on parental involvement, contact Principal Lisa Alcalá at 916-228-2073.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	26.3	32.8	14.1	36.8	33.1	20.5	9.1	9.6	9
Graduation Rate	28.1	29.3	29.5	20.8	22.3	31.3	82.7	83	84.5



**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	17.6	6.7	8.6	11.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.7	9.5	3.4
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

Last updated: February 25, 2020 Emergency preparedness manuals were developed with staff input and are accessible in each classroom and office. The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. The school’s staff and students participate in the required evacuation practices.

The school also has “on-call” support and services of the Twin Rivers Unified School District’s police force. Safety practices and procedures are reviewed and updated regularly.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	9	13			5	12						
Mathematics	13	9			8	6						
Science	6	13			4	9						
Social Science	8	17			6	10						

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	240

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.4
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.4

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	18,485	6,893	11,591	94,418
<b>District</b>	N/A	N/A	\$2,595	\$88,004
<b>Percent Difference - School Site and District</b>	N/A	N/A	126.8	7.0
<b>State</b>	N/A	N/A	\$7,750	\$82,919
<b>Percent Difference - School Site and State</b>	N/A	N/A	39.7	13.0

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

The Special Education staff at SCOE provides special education services to students who attend North Area Community School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending the North Area Community School receive special education services through the Resource Specialist Program, which is staffed by credentialed special education teachers and special education technician.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The Sacramento County Office of Education's education staff possesses expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, project-based learning, review, analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

# **ED Special Education**

School Accountability

Report Card

2019 – 2020

# **Sacramento County ED Special Education School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sacramento County ED Special Education
Street	10474 Mather Blvd.
City, State, Zip	Mather, CA 95655
Phone Number	(916)288-2381
Principal	Lauren Roth
Email Address	
Website	www.scoe.net
County-District-School (CDS) Code	34-1034801-06302

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

### School Description and Mission Statement (School Year 2020-2021)

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#### Principals' Message

This report card provides parents, guardians, and the community with valuable information regarding the SCOE programs that serve students with disabilities including Emotional Disturbance (ED). This report will provide a variety of topics for your review, including student achievement, school safety, teacher/staff information, and curriculum and instructional materials. We hope you find the report card an informative and useful tool to become more familiar with SCOE Special Education programs. We believe parent/guardian involvement is an essential component of a successful program SCOE welcomes your participation and input to continue improving student achievement. Our vision for the SCOE Elementary programs is to prepare our students to become career, college and community ready by building upon a solid foundation of academics in a safe, nurturing, and respectful environment. This includes helping our students learn how to communicate effectively, analyze and solve problems, get along with others, think critically and make responsible decisions.

Lauren Roth

### School Description and Mission

SCOE serves elementary students with disabilities including Emotional Disturbance in classes located on comprehensive district campuses in the northern part of the county. The location of these classes enables students to receive the special services they need to succeed in school, and also have access to the core curricular materials addressing the standards for their grade levels. In addition, location on comprehensive campuses facilitates interaction between special education and general education students, which increases the social opportunities for our students. The Special Education Department of SCOE offers a range of services to students with social emotional challenges that promote a positive learning environment. Teachers provide instruction using state adopted, Common Core standards-based curriculum, as well as incorporating learning strategies and materials which are specifically designed for each student. Our social skills curriculum Second Step is designed to increase students' social emotional needs which develop decision making and self-regulation skills. An additional school wide support is the implementation of an evidence-based Positive Behavior Intervention and Support (PBIS) program.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 1	2
Grade 2	6
Grade 3	1
Grade 4	6
Grade 5	14
Grade 6	2
Grade 9	3
Grade 10	1
Grade 11	1
Grade 12	2
Total Enrollment	38

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	31.6
Hispanic or Latino	18.4
White	36.8
Two or More Races	10.5
Socioeconomically Disadvantaged	73.7
Students with Disabilities	100
Foster Youth	3.7
Homeless	7.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	5	4	70
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none"> <li>• SpringBoard (CollegeBoard),</li> <li>• Inside/Edge (National Geographic Learning/Cengage Learning),</li> <li>• Read 180 (Houghton Mifflin Harcourt Intervention)</li> </ul>	Yes	0



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Adopted 2017: <ul style="list-style-type: none"> <li>• Wonders (McGraw-Hill)</li> </ul>		
<b>Mathematics</b>	Adopted 06/2015: <ul style="list-style-type: none"> <li>• California Math (McGraw Hill),</li> <li>• Integrated High School Math 1, 2, 3 (Pearson)</li> </ul>	Yes	0
<b>Science</b>	Adopted 08/2008: <ul style="list-style-type: none"> <li>• Physical Science (Glencoe),</li> <li>• Earth Science (AGS),</li> <li>• Life Science (Glencoe)</li> <li>• Life Science (AGS)</li> <li>• Biology: Cycles of Life (Pearson Publishing/AGS)</li> <li>• Physical Science (Pearson Publishing/AGS)</li> <li>• Pacemaker Biology (Pearson Publishing/AGS)</li> <li>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)</li> </ul>	Yes	0
<b>History-Social Science</b>	Adopted 12/2006 and 08/2007: <ul style="list-style-type: none"> <li>• Social Studies (Prentice Hall)</li> <li>• Pacemaker World History (AGS Globe Fearon)</li> <li>• AGS World History (AGS Globe Fearon)</li> <li>• Globe Fearon World History (AGS Globe Fearon)</li> <li>• Pacemaker U.S. History (AGS Globe Fearon)</li> <li>• AGS History of Our Nation: 1865 to Present (AGS Globe Fearon)</li> <li>• Globe Fearon American History (AGS Globe Fearon)</li> <li>• Magruder's American Government (Prentice Hall)</li> <li>• Economics Today and Tomorrow (Glencoe)</li> </ul>	Yes	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

SCOE provides instructional services in a wide variety of school settings. The classrooms are located on integrated district sites, and are maintained to ensure the health and safety of the students and staff who use the room daily. SCOE collaborates with district personnel to provide appropriate building maintenance. The facilities are maintained in a safe condition and there are procedures in place to quickly address health and safety issues once they have been identified. SCOE's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are locks on exterior gates to ensure security in our schools.

The reported school facility repair status represents a compilation of Facility Inspection Tool results from the various district sites where the classroom are hosted.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	Blinds in classrooms have been replaced.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	8	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	4	N/A	32	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	--	N/A	10	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Based upon student needs in the area of school-to-career transition, school/business partnerships continue between SCOE and various businesses throughout the Sacramento area. As a result of these partnerships, students were placed in paid internships and received on-the-job training. Students with more significant disabilities prepare for post-school life by participating in curriculum designed to maximize independence and develop skills related to their transition goals. Many of their activities take place in the community and are based on typical adult life activities.

Several projects, grants, and programs have been developed by SCOE to implement school-to-career transition services for special education high school students. The WorkAbility Program is designed to provide and promote comprehensive pre-employment, employment, worksite training, and follow-up services for youth in special education who are making the transition from school to the world of work. The WorkAbility I Program provides funding to students with disabilities to help them prepare to transition successfully from school to the adult world. Students participate in curriculum designed to maximize independence and develop skills related to post-secondary education, gainful employment, post self-advocacy, and community mobility. Many activities provided from the WorkAbility team relate to independent living skills, social skill development and self-determination. In addition, students and their families are connected to adult services providers as an additional support post-high school.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Parents and guardians play an important role in the education of their children. With their support, student's educational, social-emotional growth is optimized. The parents/guardians of students enrolled in special education classes with social emotional needs have various opportunities for involvement. The primary opportunity is the Individualized Education Program (IEP) plan which is reviewed at least annually and more often if needed. Included with each report card is written information regarding their student's progress on goals described in the IEP. Parents/guardians may also participate in volunteer opportunities such as serving as chaperones on field trips as well as school events and assemblies. Orientations are held for upcoming freshmen and seventh grade students and their parents/guardians to ensure a smooth transition.

Additionally, parents/guardians are informed of their student’s progress in school on a daily basis through teacher communication verbally or in writing on behavior contracts. As partners in the educational process, parents/guardians provide additional opportunities to their children to practice learned skills. Annually, parents/guardians are invited to attend Back-To-School Night and Open House and participate in the site decision-making process through bi-monthly and quarterly trainings and meetings. Please contact the Principal for additional information.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--	--	--	36.8	33.1	20.5	9.1	9.6	9
Graduation Rate	--	--	--	20.8	22.3	31.3	82.7	83	84.5

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	25.4	27.8	8.6	11.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	27.8	9.5	3.4
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

All of the classes in the Special Education program are located on campuses of schools within the districts that SCOE serves. Elements of the school safety plan include Fire Emergency Procedures, Shelter in Place Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. Each classroom has an emergency procedure chart for immediate access. A Safety Committee reviews the existing safety plan on an annual basis and staff meetings may involve ongoing reviews of the Site's Safety Plan.

The Site Safety Plan includes school discipline procedures, expulsion policies, sexual harassment training, Child Protective Services training, safe and orderly entry and departure, rules and procedures on school discipline, and crime reporting. These documents can also be found in the student handbook.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18			2018-19			2019-20					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>Self-Contained*</b>	7.5	4			9	4			8	4		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*Data Source: SCOE CALPADS Report. Note—beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18			2018-19			2019-20					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>Self-Contained*</b>	7	1			15	1			7	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*Data Source: SCOE CALPADS Report. Note—beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.3
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.6

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$66,839	\$66,494	\$345	\$78,622
District	N/A	N/A	\$2,595	\$88,004
Percent Difference - School Site and District	N/A	N/A	-153.1	-11.3
State	N/A	N/A	\$7,750	\$82,919
Percent Difference - School Site and State	N/A	N/A	-183.0	-5.3

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

The Special Education Department SCOE offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or the county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development opportunities are provided throughout the year with staff meetings, and school-based trainings. The elementary programs incorporated English Language Arts Common Core State Standard coaching of instructional techniques, consultations to improve student performance, and assistance in establishing school-wide or grade level programs to support student achievement. Staff training opportunities have been offered in the areas of reading comprehension, vocabulary development, writing, and the integration of technology and visual arts in the curriculum. Student behavior improvement goals are reviewed weekly. Workshops in the area of positive behavior interventions and supports are developed to assist the instructional staff with evaluating and improving the classroom and school-wide systems. Additionally, teacher requests for professional growth workshops are approved by administration. Specific focus will continue to be placed on student application of the California Common Core Standards, mental health and designated social skill curriculum. A strategic process has been implemented to monitor and document intervention plans for struggling students.

# **Mod/Severe Special Education**

School Accountability

Report Card

2019 - 2020

# Sacramento County Mod/Severe Special Education School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Sacramento County Mod/Severe Special Education
<b>Street</b>	10474 Mather Blvd.
<b>City, State, Zip</b>	Mather, CA 95655
<b>Phone Number</b>	(916) 228-2381
<b>Principal</b>	Randy Olson and Guy Holman
<b>Website</b>	<a href="http://www.scoe.net">www.scoe.net</a>
<b>County-District-School (CDS) Code</b>	34-1034801-06294

**District Contact Information (School Year 2020-2021)**

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Website	www.scoe.net

**School Description and Mission Statement (School Year 2020-2021)**

The Special Education Department at SCOE offers a range of services to students with moderate to severe disabilities that promote an engaging and positive learning environment. Using a standards-aligned resource, the Special Education Administrators of County Offices (SEACO) Curriculum Guide for Students with Moderate to Severe Disabilities, teachers are providing instruction that addresses the state standards and is adapted to meet the individual learning needs of each student. In addition, implementation of the Mobility Opportunities Via Education (MOVE) Curriculum further addresses the special needs of students to facilitate access to educational and community opportunities. Services provided by highly qualified specialists in the fields of speech and language development, vision, orientation and mobility, and nursing ensure a program that educates the whole child. Students are educated in classrooms located on general education campuses throughout the county, which provides opportunities to interact with non-disabled peers on a daily basis. Peer tutor programs give typically developing peers an opportunity to learn about people with disabilities while enriching the special education classroom with their youthful energy. Students with and without disabilities benefit from this ongoing interaction.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	6
Grade 1	7
Grade 2	6
Grade 3	6
Grade 4	15
Grade 5	9
Grade 6	11
Grade 7	14
Grade 8	15
Grade 9	17
Grade 10	19
Grade 11	22
Grade 12	71
Total Enrollment	218

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.5
Asian	9.6
Filipino	2.3
Hispanic or Latino	45.4
White	26.1
Two or More Races	3.7
Socioeconomically Disadvantaged	42.7
English Learners	25.7
Students with Disabilities	100
Foster Youth	1.8
Homeless	1.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	19	20	70
Without Full Credential	4	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

All students with severe disabilities have access to standards-based core curriculum that is linked to the following alternate assessment areas: communication, self-care/independent living, mobility/motor skills, functional academics, vocational, social emotional, and recreation/leisure. The adopted curriculum addresses the unique needs of each student while addressing independence and self-advocacy.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	n2y, LLC: UNIQUE Learning System / 2015	No	0
Mathematics	n2y, LLC: UNIQUE Learning System / 2015	No	0
Science	n2y, LLC: UNIQUE Learning System / 2015	No	0
History-Social Science	n2y, LLC: UNIQUE Learning System / 2015	No	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Each classroom that houses a class for students with severe disabilities is maintained to ensure the health and safety of the students and staff who use the room daily. SCOE collaborates with district personnel to provide appropriate building maintenance. Teachers and classroom staff are provided with supplies that enable them to have a healthy environment. All of the facilities meet current building codes for safety, and are maintained to ensure the health and safety of the students and staff who use classrooms daily.

Facilities inspections are ongoing, and custodial services are provided to ensure a healthy environment for students and staff. SCOE's maintenance staff ensures that the repairs necessary to keep the schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service, and emergency repairs are given the highest priority. Classrooms and restrooms are adapted and equipped to meet the students' needs. Some buildings housing programs for students with severe disabilities are older; SCOE is addressing the repairs and updating of these facilities in a methodical manner, as resources will allow.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	32	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	10	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

### Dropout Rate and Graduation Rate

There are no dropouts or graduates for students in our SH classrooms. The SCOE Special Education programs for severely handicapped students follow an alternative, standards-based curriculum that addresses the individual student goals as delineated in their Individualized Education Program (IEP) plan. This curriculum focuses on functional skills and does not lead to a diploma as defined by California Education Code; students are recognized with a Certificate of Achievement.

### WorkAbility

The WorkAbility Program provides funding to students with significant disabilities to help them prepare to transition successfully from school to the adult world. Students participate in curriculum designed to maximize independence and develop skills related to transition goals. Many of the activities take place in the community and are based on typical adult life activities. In addition, students and their families are connected to adult service providers to make the transition as seamless as possible.

### Mobility Opportunities Via Education Curriculum (MOVE)

Mobility Opportunities Via Education (MOVE) is an internationally known curriculum designed to promote enhanced learning for students with significant physical disabilities through positioning and movement with support. Students practice motor skills while engaging in other educational or recreational activities. The concept "move to do what?" is the basis of this practice. The curriculum is research based and includes a systematic process of recording progress for each individual. SCOE has implemented this curriculum for many years and in 2007 became a Model Demonstration Site.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Parents and guardians of students enrolled in special education classes designed to serve students with moderate to severe disabilities have various opportunities for involvement. The primary opportunity is the Individualized Education Program (IEP) plan. Each student’s education plan is reviewed at least annually and more often if needed. Parents and guardians are provided with written information regarding their student’s progress on goals delineated in the IEP. Meetings are scheduled to enable parents and guardians to attend and provide their input into the progress and planning for their student.

During the last school year, and as part of our continued implementation of the MOVE Program, moderate/severe programs focused on practical support to increase our partnerships with parents, guardians, and primary caregivers.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	18.2	4.5	0	36.8	33.1	20.5	9.1	9.6	9
Graduation Rate	0	0	0	20.8	22.3	31.3	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.2	8.6	11.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.2	9.5	3.4
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

All of the classes in the Special Education program are located on campuses of schools within the districts that SCOE serves. Elements of the school safety plan include Fire Emergency Procedures, Shelter in Place Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. Each classroom has an emergency procedure chart for immediate access. A Safety Committee reviews the existing safety plan on an annual basis and staff meetings may involve ongoing reviews of the Site's Safety Plan. The classroom staff ensure that the front office has essential information for each student enrolled in the SCOE class and have a plan in place with their colleagues for getting assistance in evacuating students who are not independently mobile. Classroom staff are trained in bloodborne pathogens, mandated reporter, first aid and CPR.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18			2018-19			2019-20					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Self-Contained*	11	6		9	7		9	7				

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*Data Source: SCOE CALPADS Report. Note—beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18				2018-19				2019-20			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>Self-Contained*</b>	10	19			10	16			10	16		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*Data Source: SCOE CALPADS Report. Note—beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2.5
<b>Social Worker</b>	
<b>Nurse</b>	3.5
<b>Speech/Language/Hearing Specialist</b>	8.8
<b>Resource Specialist (non-teaching)</b>	2
<b>Other</b>	6.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$66,839	\$66,494	\$345	\$78,622
<b>District</b>	N/A	N/A	\$2,595	\$88,004
<b>Percent Difference - School Site and District</b>	N/A	N/A	-153.1	-11.3
<b>State</b>	N/A	N/A	\$7,750	\$82,919
<b>Percent Difference - School Site and State</b>	N/A	N/A	-183.0	-5.3

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

The Special Education Department of Sacramento County Office of Education (SCOE) offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

**Professional Development (Most Recent Three Years)**

<b>Measure</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

Curriculum and student behavior improvement goals and programs are directly correlated to identified needs annually. All staff members are trained in the curriculum appropriate to the instructional needs of each student. Staff development is aligned to content standards, alternative assessment, and professional needs. Teachers and paraeducators participate in ongoing training in curriculum, behavior management, student assessment, and use of assistive technology. During 2018-19, 2019-20, and 2020-21, staff received training in Social-Emotional Foundations for Early Learning, Reflective Practices in Teaching, Curriculum, Standards-Based IEPs, and the MOVE Program.

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

School Accountability

Report Card

2019 – 2020

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

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Leo A. Palmiter Jr./Sr. High School
<b>Street</b>	2040 Ethan Way
<b>City, State, Zip</b>	Sacramento, CA 95825
<b>Phone Number</b>	916-228-2020
<b>Principal</b>	Lauren Roth
<b>Email Address</b>	lroth@scoe.net
<b>County-District-School (CDS) Code</b>	34-10348-0106229



**District Contact Information (School Year 2020-2021)**

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

**School Description and Mission Statement (School Year 2020-2021)**

Leo A. Palmiter Jr./Sr. High School provides education to special needs students with the primary disability of Emotional Disturbance (ED). Our program meets the unique educational, behavioral, and mental health needs of our students and offers a range of services that promote a positive learning environment. Students are referred directly from the local school districts of Sacramento County that are unable to provide the more highly structured behavioral support program as well as vocational opportunities. During the 2019-2020 school year, school psychologists provided educationally-related mental health services (ERMHS). In addition, students were provided a standards-based educational program that was supported by a strong career technical emphasis. The Leo A. Palmiter program is divided into three Linked Learning Pathways: Discovery Academy (pre-vocational skills for grades 7-8), Culinary Arts, and Sustainable Environments Academies (grades 9-12). Each Linked Learning Pathway connects core academics with real-world experience within various fields. Coursework is coordinated with the Career Technical Education (CTE) programs, such as Culinary Arts and Hospitality, Horticulture, and Northern California Construction Training (NCCT).

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 6	1
Grade 7	3
Grade 8	7
Grade 9	9
Grade 10	12
Grade 11	15
Grade 12	13
Total Enrollment	60

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	38.3
Hispanic or Latino	11.7
White	15
Two or More Races	1.7
Socioeconomically Disadvantaged	70
English Learners	1.7
Students with Disabilities	76.7
Foster Youth	3.3
Homeless	15

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	7	9	70
Without Full Credential	2	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0			

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 06/2016: <ul style="list-style-type: none"> <li>• SpringBoard (CollegeBoard),</li> <li>• Inside/Edge (National Geographic Learning/Cengage Learning),</li> <li>• Read 180 (Houghton Mifflin Harcourt Intervention)</li> </ul>	Yes	0
<b>Mathematics</b>	Adopted 06/2015: <ul style="list-style-type: none"> <li>• California Math (McGraw Hill),</li> <li>• Integrated High School Math 1, 2, 3 (Pearson)</li> </ul>	Yes	0
<b>Science</b>	Adopted 08/2008: <ul style="list-style-type: none"> <li>• Physical Science (Glencoe),</li> <li>• Earth Science (AGS),</li> <li>• Life Science (Glencoe)</li> <li>• Life Science (AGS)</li> <li>• Biology: Cycles of Life (Pearson Publishing/AGS)</li> <li>• Physical Science (Pearson Publishing/AGS)</li> <li>• Pacemaker Biology (Pearson Publishing/AGS)</li> <li>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)</li> </ul>	Yes	0
<b>History-Social Science</b>	Adopted May 2018 <ul style="list-style-type: none"> <li>• Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the United States (McGraw Hill-Networks)</li> <li>• United States History and Geography (McGraw Hill-Networks)</li> <li>• United States History and Geography, Modern Times (McGraw Hill-Networks)</li> <li>• United States Government: Our Democracy (McGraw Hill-Networks)</li> <li>• Understanding Economics (McGraw Hill-Networks)</li> </ul>	Yes	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Palmiter Jr./Sr. High School meets current building codes for safety. Facilities inspections are ongoing and custodial services are provided to ensure a healthy environment for students and staff. During the Summer of 2012, this school site underwent modernization that included replacement of windows, lighting, flooring, cabinetry, HVAC equipment, paint, signal systems, and updates to meet current Americans with Disabilities Act (ADA) codes. Classrooms and restrooms are adapted and equipped to meet the students' needs. Teachers and classroom staff are provided with supplies that enable them to have a healthy environment. The facilities at Leo A. Palmiter Jr./Sr. High School have met all ongoing inspections and are in good repair.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Poor	Replacement of floor and wall coverings. To be done in 2021/2022. Part of 5-year facility plan.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	32	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	10	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Transition Services, or the “School-to-World Program”, is a very important thread that runs through the fabric of the Career Technical Education (CTE) program at Leo A. Palmiter's Jr./Sr. High School. Through research-based “best practices”, the school offers functional skills assessment, trainings in self-determination, social skills, and employment skills, as well as connections to the community to help students participate in society to the highest degree possible. Some of the school/business partnerships at the school include:

- California Restaurant Association
- Community Partnerships of Sacramento
- Country Waffles
- Department of Rehabilitation
- Dimple Records
- Deseret Industries
- Dollar Tree Stores
- Dugout Deli
- Eskaton Senior Living Communities
- Fulton El Camino Parks & Recreation
- Goodwill Industries
- Habitat for Humanity
- Hair by Michael Jo
- Johnny Rockets
- Mobile Auto Express
- Nor-Cal Woodturner’s Association
- Performance Bicycle
- Petco
- Sam’s Club
- Soil Born Farms
- Subway
- Sacramento Municipal Utilities District (SMUD)
- Sacramento Tree Foundation
- UC Davis Health System
- River Valley Feed Store

## Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	47

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

As partners in the educational process, parents and guardians play an important role in the education of their student. With their support, students' educational, social, and emotional growth will be optimized. Parent support is delivered in many different ways. Various opportunities for parental and guardian involvement, including the Individualized Education Program (IEP) plan, are available. Each student's education plan is reviewed annually or more often if needed. Parents and guardians are encouraged and invited to attend special events such as Back-to-School Night, Open House, and other academy events such as the weekly opening of our student-run restaurant. School Site Council, Safety Committees, Curriculum Adoption, and Local Control and Accountability Plan (LCAP) meetings are additional opportunities for parents and guardians to have positive input in their child's education.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	28.6	55.6	25	36.8	33.1	20.5	9.1	9.6	9
Graduation Rate	28.6	27.8	43.8	20.8	22.3	31.3	82.7	83	84.5

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	55.6	63.6	8.6	11.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	63.6	9.5	3.4
<b>Expulsions</b>	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

A comprehensive school safety plan is in place at Palmiter Jr./Sr. High School. The elements of the plan include Fire Emergency Procedures, Lockdown Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. School-wide and classroom expectations are taught and reinforced through a Positive Interventions and Supports (PBIS). Students are supported with behavior interventions, mentoring, and group counseling depending on their level of need through the school's Multi-Tiered System of Supports (MTSS).

All classes adhere to the safety plan; staff and students review safety procedures quarterly. A School Resource Officer (SRO) is on-site at the Palmiter school campus and interacts with students and staff, providing instruction in safety and emergency situations. A School Safety Committee meets on a regular basis to review safety procedures at Palmiter Jr./Sr. High School. Parents are informed of the campus Safety Plan through a quarterly newsletter.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>English Language Arts</b>	10	8			8	8			8	8		
<b>Mathematics</b>	10	8			8	8			8	8		
<b>Science</b>	10	8			8	8			8	8		
<b>Social Science</b>	10	8			8	8			8	8		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$66,839	\$66,494	\$345	\$78,622
District	N/A	N/A	\$2,595	\$88,004
Percent Difference - School Site and District	N/A	N/A	-153.1	-11.3
State	N/A	N/A	\$7,750	\$82,919
Percent Difference - School Site and State	N/A	N/A	-183.0	-5.3

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

The Special Education Department SCOE offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or the county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development opportunities are provided throughout the year with staff meetings, and school-based trainings. Staff training opportunities have been offered in the areas of reading comprehension, vocabulary development, writing, and the integration of technology and visual arts in the curriculum. Workshops in the area of positive behavior interventions and supports are developed to assist the instructional staff with evaluating and improving the classroom and school-wide systems. Additionally, teacher requests for professional growth workshops are approved by administration.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Donation to the Sacramento County Academic Decathlon	<b>Agenda Item No.:</b> VIII.A.4. <b>Enclosures:</b> 0
<b>Reason:</b> Acceptance	<b>From:</b> David W. Gordon <b>Prepared By:</b> Rachel Perry <b>Board Meeting Date:</b> 03/02/21

**BACKGROUND:**

SAFE Credit Union has pledged to sponsor the Sacramento County Academic Decathlon for the 2020-2021 year. SAFE's Vice President of Marketing has pledged \$10,000 on behalf of SAFE to be used to provide award scholarships to decathletes and other program costs.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends the Board accept the donation from SAFE Credit Union on behalf of the Sacramento County Academic Decathlon.

**SACRAMENTO COUNTY BOARD OF EDUCATION**  
**CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL**

**March 2, 2021**

**STUDENT PROGRAMS**

**Expenditure**

**Milton Bowens**

Contractor will conduct hour-long, online art presentations, with dates to be determined by site administrator, for SCOE Court and Community School students. Presentations will have foundations in history, science, social justice, and self-reflection.

New

Dates of Service: 03/03/21 – 06/30/21

Source of Funds: Federal Title IV

\$20,000.00

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**University Enterprises Corp @ CSUSB for the CA Arts Project**

Contractor will provide a professional learning program in visual arts for SCOE's Court and Community School teachers. The program will consist of eight, two-hour virtual synchronous sessions, combined with 30-minute virtual asynchronous sessions as needed.

New

Dates of Service: 03/08/21 – 06/30/21

Source of Funds: Federal Title IV

\$8,000.00

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**COLLEGE AND CAREER READINESS (CTE)**

**Waters Center for Systems Thinking**

Contractor will provide six hours of customized Systems Thinking workshop facilitation training, and coaching for the Career Technical Education (CTE) team members. Original contract amount - \$3,200; Amendment No. 1 to add \$3,000 for 15 additional hours of training, making the total contract \$6,200.

Amendment

Dates of Service: 09/30/20 – 06/30/21

Source of Funds: Career Technical Education Incentive Grant

\$3,000.00

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**SUPPORT SERVICES**

**Western Bat Specialists**

Contractor will perform Bat Exclusion and Sealing (bat-proofing) at all active entry points around the buildings at Sly Park. This will include screening and/or sealing of eave vents, eave blocks, undershot and overlapping siding, plus the installation of one-way devices in key locations that allow the bat colony to safely exit the structure and not re-enter.

New

Dates of Service: 03/03/21 – 06/01/21

Source of Funds: Local General Fund

\$29,250.00

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## RECAP

	<u>Expenditure</u>
<b>Student Programs</b>	28,000.00
<b>College and Career Readiness (CTE)</b>	3,000.00
<b>Support Services</b>	29,250.00
<b>TOTAL</b>	<b>\$60,250.00</b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Grant/Contract Proposal Abstract**

Agenda Item No.:	VIII.C.1.
Enclosures:	4
Board Meeting Date:	03/02/21

**Title of Grant/Contract:** California Dyslexia Initiative (CDI)  
**Department/Director:** Educational Services/Brent Malicote  
**Funding Source:** California Department of Education – State General Fund  
**Amount Requested:** \$4,000,000  
**Fiscal Year(s):** 2020-2021, 2021-2022, 2022-2023

**Program Description:**

The California 2020-2021 Budget appropriated \$4 million (\$2 million of state funds and \$2 million from The Individuals with Disabilities Education Act (IDEA)) to the Sacramento County Office of Education (SCOE) to lead the California Dyslexia Initiative (CDI) in partnership with an institute of higher education (IHE). SCOE was selected by the State Board of Education (SBE), California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE), to lead this work as the grantee for the CDI. Per statutory language, SCOE, in consultation with the Executive Director of the SBE, selected the University of California at San Francisco Dyslexia Center, as the IHE partner in this project due to its extensive research and development in the area of dyslexia.

The goals of the CDI include:

- building statewide capacity within the Statewide System of Support as well as across California.
- supporting school districts, county offices of education (COEs), and charter schools in providing early intervention and support for students with specific learning disabilities such as dyslexia.
- identifying effective models for identification and treatment of specific learning disabilities.
- developing and delivering professional development on evidence-based instruction and strategies informed by research.
- developing partnerships between school districts, COEs, and charter schools.
- using the Statewide System of Support structure to disseminate professional learning, resources, and information developed or identified by the CDI.

**New Positions:**

Curriculum Specialist

**Subcontracts:**

- University California at San Francisco (UCSF) for \$1,000,000 to serve as the Institute of Higher Education (IHE) grant partner.
- Pivot/CORE for \$180,000 to provide consultation and teacher/administrator professional development as part of the grant deliverables.
- Lexia Learning Systems \$24,000 to provide professional development and trainings for LETRS (Language Essentials for Teachers of Reading and Spelling) sessions.

**Evaluation Component:**

In each program year, SCOE will provide CDE quarterly and annual reports which will include activities accomplished; the impact of these activities; and the number of participants, local educational agencies (LEAs), counties, and regions impacted by these activities.

**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:** California Dyslexia Initiative (CDI)

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

**Fiscal Year:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.46	68,394		68,394
Salaries - Classified (FTE): 0.33	29,174		29,174
Temporary Employees	45,000		45,000
Employee Benefits	34,906		34,906
Books and Supplies	1,000		1,000
Travel and Conference	30,000		30,000
Subcontracts Not Subject to Indirect	239,100		239,100
Subcontracts Subject to Indirect	100,000		100,000
Other Services / Operating Expenses			0
Communications (postage/phones)	4,722		4,722
Printing Services	1,000		1,000
Indirect % 8.90	27,963		27,963
Other:			0
<b>Totals</b>	<b>\$581,259</b>	<b>\$0</b>	<b>\$581,259</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.03	M47	4,491	
Director I (2)	0.26	M40	39,597	
Coordinator, Operations	0.05	M36	7,431	
Curriculum Specialist (1)	0.17	M38	24,306	
Project Specialist	0.20	M18	15,499	
Program Analyst	0.08	36F	6,244	
<b>Totals</b>	<b>0.79</b>		<b>\$97,568</b>	<b>\$0</b>

**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:** California Dyslexia Initiative (CDI)

**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): 2.07	309,423		309,423
Salaries - Classified (FTE): 0.75	63,106		63,106
Temporary Employees	50,000		50,000
Employee Benefits	104,793		104,793
Books and Supplies	125,185		125,185
Travel and Conference	243,854		243,854
Subcontracts Not Subject to Indirect	400,000		400,000
Subcontracts Subject to Indirect	281,000		281,000
Other Services / Operating Expenses			0
Communications (postage/phones)	20,000		20,000
Printing Services	5,000		5,000
Indirect % 8.90	107,010		107,010
Other:			0
<b>Totals</b>	<b>\$1,709,371</b>	<b>\$0</b>	<b>\$1,709,371</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.05	M47	9,251	
Director I (2)	0.52	M40	81,768	
Coordinator, Operations	0.10	M36	14,967	
Curriculum Specialist (2)	1.50	M38	218,404	
Project Specialist	0.40	M18	31,927	
Program Analyst	0.25	36B	16,212	
<b>Totals</b>	<b>2.82</b>		<b>\$372,529</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: BW MS

Date: 2/10/21

**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: California Dyslexia Initiative (CDI)

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

Fiscal Year: 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 2.07	315,611		315,611
Salaries - Classified (FTE): 0.75	65,183		65,183
Temporary Employees	50,000		50,000
Employee Benefits	116,278		116,278
Books and Supplies	71,562		71,562
Travel and Conference	141,362		141,362
Subcontracts Not Subject to Indirect	400,000		400,000
Subcontracts Subject to Indirect	417,364		417,364
Other Services / Operating Expenses			0
Communications (postage/phones)	20,000		20,000
Printing Services	5,000		5,000
Indirect % 8.90	107,010		107,010
Other:			0
<b>Totals</b>	<b>\$1,709,370</b>	<b>\$0</b>	<b>\$1,709,370</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.05	M47	9,437	
Director I (2)	0.52	M40	83,402	
Coordinator, Operations	0.10	M36	15,266	
Curriculum Specialist (2)	1.50	M38	222,772	
Project Specialist	0.40	M18	32,566	
Program Analyst	0.25	36B	17,351	
<b>Totals</b>	<b>2.82</b>		<b>\$380,794</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: *BW* *MS*

Date: 2/10/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Agenda Item No.:** VIII.C.2.

**Enclosures:** 5

**Board Meeting Date:** 03/02/21

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project

**Department/Director:** College & Career Readiness/Dr. Matt Perry

**Funding Source:** Small School Districts Association (SSDA)

**Amount Requested:** \$1,495,609

**Fiscal Year(s):** 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

**Program Description:**

This contract will implement the Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project (Project), which is funded by the United States Department of Education (USDOE) – Education Innovation and Research (EIR) Grant Program, awarded to the Small School Districts Association (SSDA). Sacramento County Office of Education (SCOE) is a subcontractor for the SSDA.

**New Positions:**

- Curriculum Specialist
- Program Analyst

**Subcontracts:**

None

**Evaluation Component:**

SCOE will submit quarterly expenditure and progress reports to SSDA including outcomes identified in the implementation plan.

**Detailed Budget Attached**

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

Cash Match Total (if applicable)	0
Source of Funds for Cash Match	N/A

Funds (check boxes that apply)


District/Foundation     Local     State     Federal     New Grant     Continuing Grant

**Grant Title:** Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project  
**Contact Person/Dept. /Phone #:** Jacqueline White / College & Career Readiness / 916-228-2347  
**Fiscal Year:** 2020/2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.46	64,361		64,361
Salaries - Classified (FTE): 0.21	12,497		12,497
Temporary Employees			0
Employee Benefits	22,971		22,971
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	230,656		230,656
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	29,413		29,413
Other:			0
<b>Totals</b>	<b>\$359,898</b>	<b>\$0</b>	<b>\$359,898</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Curriculum Specialist	0.46	38M	64,361	
Program Analyst	0.21	36/A	12,497	
<b>Totals</b>	<b>0.67</b>		<b>\$76,858</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: *JH*   
 Date: 2-9-21

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

Cash Match Total (if applicable)	0
Source of Funds for Cash Match	N/A

Funds (check boxes that apply)

District/Foundation     Local     State     Federal     New Grant     Continuing Grant

**Grant Title:** Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project


**Contact Person/Dept. /Phone #:** Jacqueline White / College & Career Readiness / 916-228-2347

**Fiscal Year:** 2021/2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.46	65,535		65,535
Salaries - Classified (FTE): 0.50	32,447		32,447
Temporary Employees			0
Employee Benefits	28,671		28,671
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	141,528		141,528
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	23,868		23,868
Other:			0
<b>Totals</b>	<b>\$292,049</b>	<b>\$0</b>	<b>\$292,049</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Curriculum Specialist	0.46	38M	65,535	
Program Analyst	0.50	36/B	32,447	
<b>Totals</b>	<b>0.96</b>		<b>\$97,982</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: 

Date: 2-9-21

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

Cash Match Total (if applicable)	0
Source of Funds for Cash Match	N/A

Funds (check boxes that apply)

District/Foundation     Local     State     Federal     New Grant     Continuing Grant

**Grant Title:** Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project


**Contact Person/Dept. /Phone #:** Jacqueline White / College & Career Readiness / 916-228-2347

**Fiscal Year:** 2022/2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.46	66,846		66,846
Salaries - Classified (FTE): 0.50	33,755		33,755
Temporary Employees			0
Employee Benefits	31,771		31,771
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	141,797		141,797
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	24,401		24,401
Other:			0
<b>Totals</b>	<b>\$298,570</b>	<b>\$0</b>	<b>\$298,570</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Curriculum Specialist	0.46	38M	66,846	
Program Analyst	0.50	36/C	33,755	
<b>Totals</b>	<b>0.96</b>		<b>\$100,601</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff:   
 Date: 2-21

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

Cash Match Total (if applicable)	0
Source of Funds for Cash Match	N/A

Funds (check boxes that apply)

District/Foundation     Local     State     Federal     New Grant     Continuing Grant

**Grant Title:** Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project

**Contact Person/Dept. /Phone #:** Jacqueline White / College & Career Readiness / 916-228-2347

**Fiscal Year:** 2023/2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.46	68,851		68,851
Salaries - Classified (FTE): 0.50	35,799		35,799
Temporary Employees			0
Employee Benefits	33,162		33,162
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	144,582		144,582
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	25,133		25,133
Other:			0
<b>Totals</b>	<b>\$307,527</b>	<b>\$0</b>	<b>\$307,527</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Curriculum Specialist	0.46	38M	68,851	
Program Analyst	0.50	36/D	35,799	
<b>Totals</b>	<b>0.96</b>		<b>\$104,650</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: *JH* *MS*

Date: 2-9-21



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

Cash Match Total (if applicable)	0
Source of Funds for Cash Match	N/A

Funds (check boxes that apply)


District/Foundation     Local     State     Federal     New Grant     Continuing Grant

**Grant Title:** Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project  
**Contact Person/Dept. /Phone #:** Jacqueline White / College & Career Readiness / 916-228-2347  
**Fiscal Year:** 2024/2025

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.46	70,917		70,917
Salaries - Classified (FTE): 0.50	37,599		37,599
Temporary Employees			0
Employee Benefits	34,411		34,411
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	75,223		75,223
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	19,415		19,415
Other:			0
<b>Totals</b>	<b>\$237,565</b>	<b>\$0</b>	<b>\$237,565</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Curriculum Specialist	0.46	38M	70,917	
Program Analyst	0.50	36/E	37,599	
<b>Totals</b>	<b>0.96</b>		<b>\$108,516</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff:   
 Date: 2-9-21

**SACRAMENTO COUNTY BOARD OF EDUCATION**  
 10474 Mather Boulevard, P.O. Box 269003  
 Sacramento, CA 95826-9003

<b>Subject:</b> Authorization to Enter Into Contracts for E-Rate Services	<b>Agenda Item No.:</b> VIII.D. <b>Enclosures:</b> 1
<b>Reason:</b> Award Contracts if SCOE Receives E-Rate Discounts for Fiscal Year 2021-2022	<b>From:</b> David W. Gordon <b>Prepared By:</b> Jerry Jones <b>Board Meeting Date:</b> 03/02/21

**BACKGROUND:**

E-Rate is a federally funded program that provides discounts to assist schools with obtaining affordable broadband connectivity (network services) and network equipment. The CNTS Department applies for E-Rate discounts each year to reduce the costs of providing broadband connectivity to our classrooms.

Upon Board approval, the CNTS Department will award contracts for the wireless equipment and broadband circuits listed below if E-Rate discounts are provided for the 2021-2022 fiscal year. SCOE is under no obligation to purchase the equipment or services if SCOE's E-Rate applications are not funded. The contracts for broadband services will be for a 3-year term, with the ability to renew another two years after the expiration of the initial term (5 years total). It is anticipated that SCOE will be eligible for an 80% discount on these services and equipment.

As per the E-Rate guidelines, SCOE requested quotes in January of 2021 for the following items:

1. Wireless equipment for the Markofer Elementary Special Education Annex location.
2. Internet/data transport service for two Special Education Annex locations: Jessie Baker Elementary and Prairie West Elementary.

All quote requests were posted to SCOE's E-Rate Website for 28 days and advertised in the local newspaper twice so that any potential vendors could compete.

Below is the list of companies that were selected based on a scoring matrix that places the highest emphasis on the lowest cost:

<b>Contracted Service</b>	<b>Vendor</b>	<b>Total Cost</b>	<b>E-Rate Discount 80%</b>	<b>SCOE's Cost</b>
Wireless Equipment* - Markofer Elementary  <i>*one-time cost</i>	CDWG	\$1,989.65	\$1,591.72	<b>\$397.93</b>
Internet/Data Transport Service (50Mbps) - Prairie West Elementary  <i>Note: Price does not include taxes and surcharges.</i>	AT&T	\$5,853.84 (per year)	\$4,683.07 (per year)	<b>\$1,170.77 (per year)</b>
Internet/Data Transport Service (50Mbps) - Jessie Baker Elementary  <i>Note: Price does not include taxes and surcharges.</i>	Consolidated Communications	\$4,920 (per year)	\$3,936 (per year)	<b>\$984 (per year)</b>
<b>Total Cost to SCOE for Fiscal Year 2021/2022</b>				<b>\$2,552.70</b>

SCOE's estimated cost for the equipment and services will be approximately **\$2,552.70** after E-Rate discounts are applied. SCOE's savings by participating in the E-Rate program will be approximately **\$10,210.79**.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends approval of the contracts with the vendors indicated above.