



# Sacramento County Board of Education

## Regular Meeting

*Tuesday / May 19, 2020 / 6:30 P.M.*

**PLEASE NOTE:**

**Zoom Meeting**

**<https://scoe.zoom.us/j/98025495170>**

**Primary Number: 669.900.6833**

**Secondary Number: 346.248.7799**

**Meeting ID: 980 2549 5170**

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, May 19, 2020**

**Regular Session: 6:30 p.m. (following the meeting of the Sacramento County Committee on School District Organization)**

## **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/98025495170>

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 346-248-7799  
Enter the Meeting ID: 980 2549 5170

Members of the public may submit public comment through a Google form at: <https://bit.ly/scoe-board-5-19-20>. Public comment will be accepted until 6:00 p.m. on Tuesday, May 19, 2020, and will be read during the teleconferenced Board meeting at appropriate times.

## **Accommodating Individuals with Special Needs**

The Sacramento County Board 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 or [cmiller@scoe.net](mailto:cmiller@scoe.net) at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

## **AGENDA**

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

## **Mission Statement**

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

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

## Regular Meeting Agenda – May 19, 2020 – Page 2

- III. Approval of the Minutes of the Regular Board Meeting of April 14, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations

A. General Public

B. Employee Organizations

*NOTE: Anyone may submit public comments to 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 also submit public comments to the Board in support of or in opposition to any item being presented to the Board for consideration.*

VII. Superintendent's Report

VIII. New Business

➤ Report on COVID-19 Support Activities

A. Adoption of Consent Agenda – David W. Gordon

- 1. Accept Report on Personnel Transactions – Coleen Johnson
- 2. Award Diplomas to Community School Students – Dr. Matt Perry
- 3. Accept Donations – Tim Herrera/Jerry Jones

B. No Approval of Contracts – Tammy Sanchez

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. \$6,992,282 Outreach and Technical Assistance Network (OTAN) grant from the California Department of Education for the 2020-2021 and 2021-2022 fiscal years – Dr. Nancy Herota
- 2. \$100,000 K-12 Strong Workforce Program – Coordinator grant from the California Community College Chancellor's Office (CCCCO) for the 2019-2020 and 2020-2021 fiscal years – Dr. Matt Perry

D. Policy Discussion on New Charter School Law – Teresa Stinson

E. Informational Item: 2019-2020 Strategic Priorities – David W. Gordon

## **Regular Meeting Agenda – May 19, 2020 – Page 3**

### **IX. Board Reports, Comments, and Ideas**

- A. Board Members
- B. Board President
- C. Committees

### **X. Items for Distribution**

- A. May/June Events
- B. May/June Site Visits

### **XI. Schedule for Future Board Meetings**

- A. June 9, 2020
- B. June 23, 2020

### **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 at the Sacramento County Office of Education website ([www.scoe.net](http://www.scoe.net)). For more information, please call (916) 228-2410.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of April 14, 2020**

**VIA TELECONFERENCE CALL**

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Board/Superintendent Study Session of March 10, 2020  
Approval of the Minutes of the Regular Board Meeting of March 17, 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 April 2020 Employees of the Month
- VIII. New Business
  - Report on COVID-19 Support Activities
  - A. Adoption of Consent Agenda
    - 1. Accept Report on Personnel Transactions
    - 2. Award Diplomas to Court and Community School Students
    - 3. Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)
  - B. Approval of Contracts
  - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget:
    - 1. \$530,504 ESSA Comprehensive Support and Improvement County Office of Education grant from the California Department of Education/ESSA Funds for the 2020-2021 fiscal year
    - 2. \$25,000 CA Scaling Up Multi-Tiered System of Support Statewide (SUMS) School Level Implementation grant from the Orange County Department of Education for the 2019-2020 and 2020-2021 fiscal years
    - 3. \$216,312 Quality Counts California (QCC) Equitable Learning Opportunities (ELO) grant from the California Department of Education for the 2019-2020 fiscal year
  - D. Approval of Bids for External Financial Auditing Services
  - E. Second Reading and Adoption of Revisions to Board Policy 6180 (Renumbered 6178) – Career Technical Education
  - F. Second Reading and Adoption of Revisions to Board Policy 5142 – Authorization to Administer Prescription Medication and Medicinal Cannabis
  - G. Second Reading and Elimination of Board Policy 2001 – Quality Leadership and Qualify First Process
- IX. Board Reports, Comments, and Ideas
  - A. Board Members

- B. Board President
  - C. Committees
  - X. Items for Distribution
    - A. April/May Events
    - B. April/May Site Visits
  - XI. Schedule for Future Board Meetings
    - A. May 5, 2020
    - B. May 19, 2020
  - XII. Adjournment
- 

I. President Lefkovitz called the meeting to order at 6:32 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Jerry Jones, Executive Director of Technology; Tim Herrera, Director of Communications; other staff; and Carla Miller, Superintendent/Board Liaison. Trustees Fong and Keefer were not present at roll call time.

Mr. Keefer joined at 6:34 p.m.

II. Ms. Davis led the Pledge of Allegiance.

President Lefkovitz read the following protocols:

- Please mute your phone until you are ready to speak
- Please identify yourself before you speak
- Please wait for others to complete their thoughts before speaking
- For each action item, if there is a desire for discussion, we will use a round-robin approach and I will call on each person in alphabetical order
- Superintendent Gordon will conduct a Roll Call vote on each action item

III. On a motion by Mr. Keefer and seconded by Ms. Talamantes, the minutes of the Board/Superintendent Study Session of March 10, 2020 were approved. Motion carried 6 ayes, 0 noes, 1 absent (Fong), 0 abstention based on the following Roll Call vote:

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

Ms. Talamantes – yes

On a motion by Mr. Brown and seconded by Ms. Davis, the minutes of the Regular Board Meeting of March 17, 2020 were approved. Motion carried 6 ayes, 0 noes, 1 absent (Fong), 0 abstention based on the following Roll Call vote:

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

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

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

V. There was no official correspondence.

VI.A. Scott Rafferty submitted written public comments addressing an issue not on the agenda related to the California Voting Rights Act and San Juan USD and Folsom Cordova USD's method of electing school board members. The comments were read by Tim Herrera.

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

VII.A. Deborah Cooley, Para-Educator, Special Education Programs, was recognized and honored as the classified employee of the month for April.

Paulette Abegglen, Program Specialist, Special Education Programs, was recognized and honored as the certificated employee of the month for April.

VIII. Superintendent Gordon provided an extensive report on COVID-19 Support Activities. Questions and updates followed regarding student meals, SCOE employee protective equipment, student homework accountability, mental health, technology availability and the budget/LCAP process.

Mr. Fong joined at 7:06 p.m.

VIII.A. Ms. Davis moved and Ms. Talamantes seconded adoption of the consent agenda. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstention based on the following Roll Call vote:

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

By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community School Students
3. Declared equipment listed as Surplus Property and Authorization to Dispose of equipment Pursuant to Education Code (Technology)

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Payton Lopez from Elinor Lincoln Hickey Jr./Sr. High School; Darius Christopher Magda from Gerber Jr./Sr. High School; and Ximena Ibarra, Clayton Johnson, and Horace Ricardo Riley from North Area Community School.

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

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

VIII.C. On a motion by Ms. Davis, seconded by Mr. Brown, the Board Authorized staff 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 as follows:

1. \$530,504 ESSA Comprehensive Support and Improvement County Office of Education grant from the California Department of Education/ESSA Funds for the 2020-2021 fiscal year
2. \$25,000 CA Scaling Up Multi-Tiered System of Support Statewide (SUMS) School Level Implementation grant from the Orange County Department of Education for the 2019-2020 and 2020-2021 fiscal years



3. \$216,312 Quality Counts California (QCC) Equitable Learning Opportunities (ELO) grant from the California Department of Education for the 2019-2020 fiscal year

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

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

VIII.D. Mr. Keefer moved, and Ms. Davis seconded the motion to approve Bids for External Financial Auditing Services. Motion carried 6 ayes, 1 no (Fong), 0 absent, 0 abstention based on the following Roll Call vote:

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

Discussion occurred among the Board members and Tammy Sanchez regarding the contract expiring, the bid process and criteria used to select an auditor.

VIII.E. President Lefkovitz announced this is the Second Reading of Revisions to Board Policy 6180 (Renumbered 6178) – Career Technical Education.

Chair Joanne Ahola of the Policy Committee recommended the Board adopt the revisions to Board Policy 6180 (Renumbered 6178) – Career Technical Education. Motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Fong) based on the following Roll Call vote:

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

VIII.F. President Lefkovitz announced this is the Second Reading of Revisions to Board Policy 5142 – Authorization to Administer Prescription Medication and Medicinal Cannabis.

Chair Ahola of the Policy Committee recommended the Board adopt the revisions to Board Policy 5142 – Authorization to Administer Prescription Medication and Medicinal Cannabis. Motion carried 6 ayes, 1 no (Fong), 0 absent, 0 abstention based on the following Roll Call vote:

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

VIII.G. President Lefkovitz announced this is the Second Reading and Elimination of Board Policy 2001 – Quality Leadership and Qualify First Process.

Chair Ahola of the Policy Committee recommended the Board adopt the elimination of Board Policy 2001 – Quality Leadership and Qualify First Process. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstention based on the following Roll Call vote:

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

IX.A. Ms. Davis attended the Personnel Commission Meeting today via phone. That committee is such a treasure to the work that we do. They are people that are kind of at the frontline of the hiring and level of commitment and seriousness; we are very fortunate. Coleen shared on behalf of her staff that they are very encouraged by the Superintendent's and Board President Lefkovitz' videos and very appreciative. We are still hiring because of our awesome tech team; we can be in a position where we are hiring and interviewing. She was disappointed to cancel the May meeting as well as not having our meeting at Palmiter. She looks forward to that every year. One of the graduates that Dr. Perry announced tonight is her one of her mentees from Elinor Lincoln Hickey Jr./Sr. High School. She is very pleased. Finally, she has a request of Superintendent Gordon. She would like the ability to work with libraries to offer the opportunity to students to use books, especially if this crisis continues through the summer. She refers to a similar process Anaheim is doing where they pick up and drop off books. Superintendent Gordon said we will pursue that.

Ms. Ahola commended Trustee Talamantes in facilitating the deal with Sacramento County Library and the computers. She loved the idea of the library by Trustee Davis. Some families' homes don't necessarily have access to libraries. She thanked Superintendent Gordon and staff for setting up continuing calls with charter operators to provide them with critical updates from your perspective. There are very early and preliminary conversations with YMCA to have some charter schools in the county provide sites for emergency childcare. There's a lot more to be discussed and considered but those preliminary conversations have begun. There is a continued need in the county and other areas regarding childcare needs provided for our essential workers; not only essential workers, but families that begin to go back to work after the order is lifted which is unclear. She appreciated update from Superintendent Gordon. She can put together a similar update for the charter school programs in the county who are still getting about 10% of our students to let you know what they are doing with their distance learning programs. We are currently surveying all the schools across the state and she can provide that update for the county at our May Board meeting.

Mr. Brown expressed concern about children conducting their online work, yet not supported well by their parents. He questioned if there was a way to monitor progress on students' performance.

President Lefkovitz clarified with Mr. Brown if he was talking about our students in court and community schools or in general – throughout all the districts.

Mr. Brown replied general – throughout all the districts.

Mr. Fong agreed and added to Trustee Brown's comment and suggestion of monitoring student online progress but would like to focus on our students – court and community, special education and vocational, who are also doing distance learning.

Mr. Keefer thanked Dave Gordon and all of staff for a fantastic job with migrating to new a platform and keeping the Board abreast of all the departments. It would be great if all the things you read was put into a template and sent to trustees. In regards to the comment at the beginning of the meeting regarding trustee areas of the two school districts, he would like an update on that process and how the county board interfaces with that process to the extent of what are the protocols, what should they expect, and how is it going so we are more aware of the process and what is actually happening.

Ms. Talamantes stated in a matter of weeks, our country has changed in its entirety. It's important for everyone to continue being patient with one another when we are interacting with the community, students, parents, or whoever it may be. We are all in a unique position to lead to provide comfort to our families and helping with what we can. For SCOE, her hope is as we start planning short-term and long-term goals with our kids, that we address mental health and continue to focus on SEL. She has concern with language access on materials handed out not being translated into Spanish/Hmong and other languages. She mentioned to Trustee Davis, that she sits on the Sacramento Public Library Authority Board, she's happy to work with Trustee Ahola on a Tech Drive, to ensure there is no e-waste, just stuff that is useful. SCOE keep up the good work

and thinks we are doing well and hopes that everyone continues staying home, managing social distancing and staying safe for yourselves and your loved ones.

IX.B. President Lefkovitz took notes and thought there were a lot of great ideas, suggestions, and questions that came up. She will follow up with Superintendent Gordon. She would like to add to the list of things to talk and think about as we moved forward, what will happen this summer with our court and community schools' students and students overall. She's curious about our after-school programs and to what extent will they be operating for the rest of the year and summer. She likes the idea of another update and would like to work with the Superintendent to think about what the COVID update will look like for the May meeting. She supports Trustee Talamantes' idea that yes, the math and science is important, but for right now for our young people, if we can get our school districts and teachers to check-in on the academic and SEL side as a kind of practice or set of protocols she would support that. She read a quote by Desmond Tutu, "Hope is being able to see there is light despite all the darkness."

IX.C. There were no committee reports.

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

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

XI. Schedule for Future Board Meetings

A. May 5, 2020

Ms. Davis moved, and Ms. Talamantes seconded the motion to cancel May 5, 2020 Board Meeting. Motion carried 6 ayes, 1 no (Fong), 0 absent, 0 abstention based on the following Roll Call vote:

Ms. Ahola – yes

Mr. Brown – yes

Ms. Davis – yes

Mr. Fong – no

Mr. Keefer – yes

Ms. Lefkovitz – yes

Ms. Talamantes – yes

B. May 19, 2020

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

Ms. Ahola – yes

Mr. Brown – yes

Ms. Davis – yes

Mr. Fong – yes

Mr. Keefer – yes  
Ms. Lefkovitz – yes  
Ms. Talamantes – yes

The meeting adjourned at 8:27 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 – May 19, 2020

**REGULAR APPOINTMENTS**

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	Technology Services	Collins, Renee	Mgmt.	Director, Adult Education 8 h/d 5 d/w 224 d/y PC# 170035	Technology Services	4/27/20	MT-43
Classified	Business Services	Chu, Wulandari	Prob.	Accounting Technician 8 h/d 5 d/w 244 d/y PC# 000155	Business Services	05/04/20	CL-26-A
Classified	Business Services	Yamamoto, Hongying	Pro- motion	Sr. Financial Analyst 8 h/d 5 d/w 244 d/y PC# 060040	Business Services	04/01/20	CL-42-B

**TRANSFERS**

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	From/To	Effective Date/ Duration
Classified	Business Services	Schwefel, Peter	Sr. Financial Analyst	Dist. Bus. Serv. to SCOE Bus. Serv.	04/16/20

**SEPARATIONS**

Group (Mgmt/Cert/Class)	Type	Name	Classification	Location	Effective Date	Reason for Leaving
Certificated	Retirement	Lambert, Barbara J.	Teacher	El Centro Jr./Sr. High	07/03/20	Retirement
Certificated	Resignation	Seaton, Shela	Director, Local District Support Services	Administration	04/30/20	Resignation
Certificated	Retirement	Stymeist, Louise	Director I, CRANE	Student Programs	07/01/20	Retirement

**R E C A P**

	Management	Certificated	Classified	Total
Regular Appointments	1	0	2	3
Transfers	0	0	1	1
Separations	0	3	0	3
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>7</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> 0
<b>Reason:</b> Approval	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry Michael Kast <b>Board Meeting Date:</b> 05/19/20

**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

Khari Kuante Stuart

El Centro Jr./Sr. High School

1 Candidate

E.L. Hickey Senior Extension

Matthew Avalogo Taylor  
Alana Wallis

Gerber Senior Extension

Alexzandria M. Nickolson Diez  
Damonte Drew Cabello Fernandez  
Roberto Garcia  
Henry Hayes  
Carlos Emilio Chavez Lemus  
Uniqua Madden  
Jeneva McCray  
Thaiz Price  
Francisco Ramirez  
Richard Anthony Starkey

**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> Donations	<b>Agenda Item No.:</b> VIII.A.3. <b>Enclosures:</b> 0
<b>Reason:</b> Acceptance	<b>From:</b> David W. Gordon <b>Prepared By:</b> Tim Herrera <b>Board Meeting Date:</b> 05/19/20

**BACKGROUND:**

The Sacramento County Office of Education (SCOE) has received the following donations:

Intel

As part of their “COVID-19 Response for Sacramento County Schools” effort Intel-Folsom is donating 125 brand new Surface Pro laptops. We also will be receiving a \$25,000 donation. Overall, the Intel Corporation is pledging \$50 million in a pandemic response technology initiative to combat the coronavirus through accelerating access to technology at the point of patient care, speeding scientific research, and ensuring access to online learning for students and teachers.

Sacramento County Public Library

The Sacramento Public Library is donating 286 refurbished Dell 3030 “All-in-one” computers to the families of our Special Education and Community School students for distance learning. Our CNTS Department will examine, clean, and repair each computer, as needed. SCOE will be providing a new wireless keyboard and mouse to our students for each computer. The first 160 computers will be ready for distribution by the second week of May with the remaining 126 available by the end of May. The computers will be distributed to SCOE student families from the Palmiter school location.

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent recommends acceptance of the above-mentioned items.



# SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

## Grant/Contract Proposal Abstract

Agenda Item: VIII.C.1.

Enclosures: 3

Board Meeting Date: 05/19/20

**Title of Grant/Contract:** Outreach and Technical Assistance Network (OTAN)

**Department/Director:** Adult Education/Dr. Nancy Herota

**Funding Source:** California Department of Education

**Amount Requested:** \$6,992,282

**Fiscal Year(s):** 2020-2021, 2021-2022

### **Program Description:**

The Sacramento County Office of Education's (SCOE) Outreach and Technical Assistance Network (OTAN) is a leadership project funded by the California Department of Education (CDE). The continuing mission of OTAN is to lead California Adult Education in the integration of technology into the educational process with the goal of empowering learners to meet their academic, employment, and civic goals. To support California Adult Education programs, the 2020-2022 OTAN Project will include two major components:

- 1) Provide distance learning, technology integration training and technology-related capacity building services; and
- 2) Use technology to support the CDE, Adult Education Office, and two other adult education leadership projects.

OTAN staff will provide California adult educators with information and training on effective ways of integrating technology in the classroom and at a distance, by using face-to-face professional development and various online communication tools. In addition, a cadre of subject matter experts will be used to extend and enhance professional development opportunities. A Digital Leadership Academy will provide 30 adult educators with in-depth support to integrate technology at their respective agencies through a broad range of face-to-face and online professional development activities. Other major activities will include technology planning support for all adult schools, an annual statewide technology symposium, access to online courses, statewide instructional materials licensing, and specialized coaching for selected rural agencies.

The second major component of this contract will include technical assistance and technology support for the CDE Adult Education Office and other state leadership projects. This support will allow them to do their jobs more efficiently and will include database development, content hosting, webinar production and archiving, and information compilation and dissemination.

### **Subcontracts:**

- Comprehensive Adult Student Assessment System in the amount of \$24,000 to develop distance and blended learning data reports
- Solutions West – Dr. Paul Porter in the amount of \$36,000 to provide Digital Leadership Academy training

**Evaluation Component:**

Evaluation activities are integrated into the project to ensure that contract objectives and activities are met. These include compilation of Website usage statistics and user evaluation surveys, presentation and training statistics and participant evaluations, and direct client services statistics and client satisfaction surveys. An additional criterion for effectiveness will be demonstrated by the percentage of applications and reports successfully submitted to the CDE Adult Education Office by Workforce Innovation and Opportunity Act Title II grantees. Quarterly and annual progress reports and quarterly fiscal reports will be submitted to CDE and available for review.

**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	n/a

Funds (check boxes that apply)

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

**Grant Title:** Outreach and Technical Assistance Network (OTAN)

**Contact Person/Dept. /Phone #:** Dr. Nancy Herota / Adult Education / (916) 228-2226

**Fiscal Year:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 3.70	496,415		496,415
Salaries - Classified (FTE): 11.95	1,185,852		1,185,852
Temporary Employees	211,750		211,750
Employee Benefits	639,705		639,705
Books and Supplies	39,000		39,000
Travel and Conference	330,977		330,977
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect	66,400		66,400
Other Services / Operating Expenses	144,676		144,676
Communications (postage/phones)	26,600		26,600
Printing Services	6,000		6,000
Indirect % 8.90	280,116		280,116
Other:			0
<b>Totals</b>	<b>\$3,427,491</b>	<b>\$0</b>	<b>\$3,427,491</b>

  

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director, Adult Education	0.70	M43	111,690	
Coordinator (3)	3.00	M36	406,028	
Systems Engineer	0.15	M36	20,133	
Project Specialist II (6)	5.30	M29	615,233	
Project Specialist I	1.00	M18	86,066	
Database Designer	1.00	49F	114,506	
Video Production Specialist	0.50	45F	50,343	
Multimedia Design Specialist	1.00	45E	92,441	
Sr. Management Information Specialist	1.00	35C	63,665	
Administrative Assistant	1.00	29F	73,416	
Staff Secretary	1.00	23C	48,746	
<b>Totals</b>	<b>15.65</b>		<b>\$1,682,267</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: AS

Date: 4/10/20

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

Cash Match Total (if applicable)	
Source of Funds for Cash Match	n/a

Funds (check boxes that apply)

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

**Grant Title:** Outreach and Technical Assistance Network (OTAN)

**Contact Person/Dept. /Phone #:** Dr. Nancy Herota / Adult Education / (916) 228-2226

**Fiscal Year:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 3.70	516,270		516,270
Salaries - Classified (FTE): 11.95	1,246,680		1,246,680
Temporary Employees	211,750		211,750
Employee Benefits	690,954		690,954
Books and Supplies	39,000		39,000
Travel and Conference	330,977		330,977
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect	66,400		66,400
Other Services / Operating Expenses	150,044		150,044
Communications (postage/phones)	26,600		26,600
Printing Services	6,000		6,000
Indirect % 8.90	280,116		280,116
Other:			0
<b>Totals</b>	<b>\$3,564,791</b>	<b>\$0</b>	<b>\$3,564,791</b>

  

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director, Adult Education	0.70	M43	116,157	
Coordinator (3)	3.00	M36	422,269	
Systems Engineer	0.15	M36	20,939	
Project Specialist II (6)	5.30	M29	640,536	
Project Specialist I	1.00	M18	89,508	
Database Designer	1.00	49F	121,262	
Video Production Specialist	0.50	45F	52,342	
Multimedia Design Specialist	1.00	45F	100,930	
Sr. Management Information Specialist	1.00	35D	69,499	
Administrative Assistant	1.00	29F	76,323	
Staff Secretary	1.00	23D	53,185	
<b>Totals</b>	<b>15.65</b>		<b>\$1,762,950</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: AS

Date: 4/10/20

VIII.C.1.4.

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**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Grant/Contract Proposal Abstract**

<b>Agenda Item No.:</b>	<b>VIII.C.2.</b>
<b>Enclosures:</b>	<b>2</b>
<b>Board Meeting Date:</b>	<b>05/19/20</b>

**Title of Grant/Contract:** K-12 Strong Workforce Program – Coordinator

**Department/Director:** CTE/CRANE/Dr. Matt Perry

**Funding Source:** California Community College Chancellor's Office (CCCCO)

**Amount Requested:** \$100,000

**Fiscal Year(s):** 2019-2020, 2020-2021

**Program Description:**

The K-12 Strong Workforce Program (SWP) is a state education, economic, and workforce development initiative with the goal of providing students with the knowledge and skills necessary to transition to employment and postsecondary education. This funding is to support a regional technical assistance position, the K-12 SWP Pathway Coordinator, to assist districts and other partners to implement high-quality Career Technical Education programs.

**New Positions:**

None

**Subcontracts:**

None

**Evaluation Component:**

Quarterly progress and expenditure reports will be submitted to CCCCCO. The Sacramento County Office of Education will submit outcomes identified in the implementation plan.

**Detailed Budgets 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:** K12 Strong Workforce Program - Coordinator

**Contact Person/Dept. /Phone #:** Louise Stymeist/Career Technical Education/916-228-2347

**Fiscal Year:** 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.00			0
Salaries - Classified (FTE): 0.25	20,689		20,689
Temporary Employees			0
Employee Benefits	7,210		7,210
Books and Supplies	500		500
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)	225		225
Printing Services			0
Indirect % 4.00	1,145		1,145
Other:			0
<b>Totals</b>	<b>\$29,769</b>	<b>\$0</b>	<b>\$29,769</b>

  

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist	0.25	29	20,689	
<b>Totals</b>	<b>0.25</b>		<b>\$20,689</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: *eh*

Date: 4/21/20 *(MS)*

**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:** K12 Strong Workforce Program - Coordinator

**Contact Person/Dept. /Phone #:** Louise Stymeist/Career Technical Education/916-228-2347

**Fiscal Year:** 2020 - 2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.00			0
Salaries - Classified (FTE): 0.50	43,033		43,033
Temporary Employees			0
Employee Benefits	16,107		16,107
Books and Supplies	2,000		2,000
Travel and Conference	1,500		1,500
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	4,290		4,290
Communications (postage/phones)	600		600
Printing Services			0
Indirect % 4.00	2,701		2,701
Other:			0
<b>Totals</b>	<b>\$70,231</b>	<b>\$0</b>	<b>\$70,231</b>

  

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist	0.50	29	43,033	
<b>Totals</b>	<b>0.50</b>		<b>\$43,033</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: *JS*

Date: 4/21/20 *MS*

## SACRAMENTO COUNTY BOARD OF EDUCATION

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

<b>Subject:</b> Policy Discussion on New Charter School Law	<b>Agenda Item No.:</b> VIII.D. <b>Enclosures:</b> 2
<b>Reason:</b> Discussion	<b>From:</b> David W. Gordon <b>Prepared By:</b> Teresa Stinson <b>Board Meeting Date:</b> 05/19/20

### BACKGROUND:

New legislation impacting charter schools was enacted in 2019, with the major changes to charter petition and appeal requirements taking effect in July 2020. The Sacramento County Board of Education's (Board) policy on charter schools requires revisions based on the upcoming changes in law.

At its March 10, 2020 Board Study Session, the Board discussed some policy implications of the new charter school laws. As the Sacramento County Office of Education (SCOE) staff prepares proposed policy revisions, it would be helpful to discuss and understand the Board's preferences in the policy areas outlined below. After receiving the Board's guidance, the Superintendent will conduct listening sessions with charter authorizers and operators regarding the key policy areas. After receiving stakeholder input, we will prepare and work out the details of proposed policy revisions in Policy Committee, then bring a Committee-recommended policy to the full Board for consideration and adoption.

### POLICY AREAS FOR DISCUSSION:

#### 1. Hearing Process

- a. Deadline for deciding charter appeals. We recommend that the Board decide charter appeals within 60 – 90 days of receiving a completed charter appeal, with the understanding that the Board's decision process may be extended an additional 30 days depending upon when the appeal is submitted or other factors.
- b. Number of Board meetings. The Board's practice has been to hold a public hearing and decide upon the charter appeal in one meeting. If the charter is approved, a second meeting is held to review and approve a Memorandum of Understanding. Should this practice be maintained?
- c. Charter Petition Presentation and Staff Report. The Board's practice has been to provide equal time for SCOE staff and charter petitioners to make presentations regarding the charter and to publish and share the staff



report with the charter petitioner and school district at the same time or soon after the report is provided to the Board.

- Although the law does not address it, should the school district that denied the charter petition also receive equal time to present?
- d. Public Comments. The Board's practice has been to allow two minutes for each public comment without limitation, including from charter and school district employees.
- Should charter or school district employees be prohibited from presenting public comment beyond the time allotted for the charter or school district's presentation?
  - Should public comments be limited to one minute each when numerous individuals are presenting comments?
2. The new law requires that charter appeals containing new or different material terms must be remanded to the school district for reconsideration.
- a. If legal counsel representing the Board and SCOE concludes that the petition contains material changes as defined by law, may the County Superintendent, in consultation with the Board President, remand the petition to the district?
3. SCOE staff currently checks parent and teacher signatures to verify that the petition includes sufficient signatures from parents of children who are the appropriate age to attend the grades proposed by the charter, and to verify that the persons signing a teacher petition are credentialed teachers.
- a. Should SCOE staff contact parent and teachers who signed the petition to verify that they are still meaningfully interested in the charter?
- b. If so, and if a sufficient number are no longer interested, what should happen?
4. The new law provides that charter petitions may be denied if the charter is demonstrably unlikely to serve interests of the entire community in which the school is proposing to locate. In considering such a finding, we recommend that the Board policy call upon the charter and school district to present individualized facts and circumstances, including but not limited to evidence (or lack thereof) of the following:

- a. The community where the charter is proposing to locate or that the charter is proposing to serve.
  - b. The community is interested in the charter (e.g., data regarding stakeholder engagement and outreach; parent signatures; community letters, surveys, or other evidence of support).
  - c. The charter's proposed academic and other programs are designed or tailored to meet the needs of the community, taking into account demographics, academic performance indicators, and other characteristics.
  - d. The proposed charter location is accessible to students and parents via public or other transportation alternatives.
  - e. Whether the district has presented facts and circumstances or there is other evidence demonstrating that the charter will duplicate a comparable district program.
  - f. Whether the district has presented facts and circumstances or there is other evidence demonstrating that the proposed charter program will substantially undermine existing district services, academic or programmatic offerings.
5. The new law provides that a charter petition may be denied if the school district is not positioned to absorb the fiscal impact of the proposed charter school. Charter schools are subject to a rebuttable presumption of denial when they are proposed in a school district that is insolvent, has a negative interim certification, or a qualified interim certification and the County Superintendent certifies that approving the charter would result in a negative certification.
- a. Establishing sufficient justification to overcome a presumed charter denial in such a district will depend on the facts and circumstances of each situation. Therefore, in making this determination, we recommend that the Board call upon the charter and the school district to present individualized facts and circumstances to justify overcoming or supporting the presumption.

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

The Superintendent recommends that the Board consider and discuss the policy areas outlined above.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> 2019-2020 Strategic Priorities	<b>Agenda Item No.:</b> VIII.E. <b>Enclosures:</b> 12
<b>Reason:</b> Informational Item	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Nancy Herota <b>Board Meeting Date:</b> 05/19/20

**BACKGROUND:**

Attached for your information is an update on this year's Strategic Priorities. Obviously, work on many of the priorities has been significantly impacted by the COVID-19 Emergency. Notwithstanding the emergency, we are very proud of the progress made on many of these initiatives despite the need to turn our attention to rapidly changing our methods of working with our own students, as well as supporting our districts during the Emergency.

## **Strategic Priorities 2019-2020**

Updated through April 2020

**Priority 1: Reduce and eliminate the achievement gap by helping districts build systems that meet the needs of each student, improve practices, and increase student opportunities. We will do this via customized training and technical assistance informed by the analysis of data, including suspension rate, chronic absenteeism rate, dropout rates, and academic proficiency levels.**

### **Progress to date: July 1, 2019 – April 22, 2020**

SCOE's System of Support is a cross-departmental coordination of our expertise, services, supports, and resources purposely designed to align to the needs of our diverse student population in Sacramento County. Additionally, SCOE's System of Support addresses the challenges that are persisting and surfacing in light of the LCFF State Priorities and measured by the California School Dashboard. SCOE's System of Support provides customized training and technical assistance for Sacramento County districts and schools to reduce and eliminate the achievement gap. Customized training and technical assistance ranges from support for all to ensure a high-quality core program—to on-going technical assistance that leverages long-standing, trust-based working relationships with our districts and schools. Technical assistance is conducted through an equity lens where the design and implementation of district services, supports, and policies are analyzed for their level of impact on marginalized student groups to identify and remove systemic barriers to their success. Student voice is a powerful tool for understanding, identifying, and removing systemic barriers to student success. SCOE staff has been trained in techniques to capture student voice such as empathy interviews, focus groups, and surveys. SCOE Support to districts focuses on building the capacity of district staff to engage in these types of practices by leveraging cultural brokers that students trust rather than SCOE Staff engaging directly in the collection of student voice data. We have examples of working with district student voice data especially in supports related to LCAP development where districts have identified key strategies to include in the LCAP that will work to remove barriers to student success. There is future opportunity for SCOE support to districts through the differentiated assistance process to collect student voice to understand root causes for sustained and disparate outcomes for some student groups. The following are examples of individually designed technical assistance provided to districts eligible for differentiated assistance based on 2019 Dashboard performance.

#### **1. Building Systems to Improve Practices**

SCOE's System of Support leveraged improvement experts to provide Center Joint Unified School District (CJUSD) with an in-depth analysis of barriers to effective implementation of their recently developed Multi-Tiered System of Support (MTSS) Blueprint. The tool used for this analysis was the *National Implementation Research Network (NIRN) Initiative Inventory Process Tool*, which helped guide the team in a review of past and current programs to get a clear picture of successful strategies, challenges, existing mandates, and resource commitments related to their MTSS Blueprint. This analysis emerged as an important next step in SCOE's customized assistance to the

district when many leaders realized there was a lack of a common vocabulary throughout the district and a lack of universal knowledge about the purpose of a multi-tiered system of support. As part of this analysis, the district defined their problem of practice as—*All students need equitable access to a meaningful system of preventative practices, supports, and resources in order to effectively engage in the educational setting.* According to the 2019 Dashboard, overall English Language Arts performance in CJUSD increased from 14.4 points below standard to 6.8 points below standard in 2019 with an overall color of yellow on the Dashboard. Increases in math were also realized with an overall color of yellow on the Dashboard. However, while there were gains in both ELA and math, the achievement gap for African American students and students with disabilities increased in 2019. District leadership is leveraging this analysis to create a sense of urgency at the school-level to focus on effective implementation of tiered interventions and supports for students with the greatest needs.

## 2. Building Systems that Meet the Needs of Each Student

SCOE's System of Support leveraged researchers and improvement experts to support River Delta USD in designing and implementing a research study of the impact of instructional practices and systems design on math performance of students transitioning from elementary to middle school. The 2019 CAASPP results show a significant decline in the performance of students as they transition to middle school. This pattern of performance has persisted for more than three years. The questions to be answered in the study include: *1) Is there a difference between the performance of students transitioning from different elementary schools to the middle schools? If so, to what extent, and do those differences occur only for certain student groups? 2) What are the observed instructional practices at the elementary schools and middle schools? To what extent are they influencing the performance of students?* The idea for conducting this in-depth study developed through conversations with district leadership. These conversations revealed a need to better understand the root causes of the problem by studying the correlation between trends in individual student performance, current instructional practices and levels of student engagement. As an outcome of this study, the district plans to reverse this trend in student performance by identifying and implementing strategies that will strategically address the underlying root causes. Due to the COVID-19 pandemic, the classroom observational elements of this study have been put on hold until the stay-at-home order is lifted.

## 3. Building Systems to Increase Student Opportunities

SCOE's System of Support organized a cross-department team of specialists with data, academic and behavioral expertise, to facilitate a districtwide comprehensive analysis of the root causes for persistent and high chronic absenteeism rates in Twin Rivers Unified School District (TRUSD). According to the 2019 Dashboard, over 2,800 students were chronically absent in the 2018-2019 school year with disparately high rates for students with disabilities, African American students, Foster youth, and homeless students. During conversations with district leadership, they expressed concerns about the impact of chronic absenteeism on student academic performance. A study of the district's current tiered supports and interventions revealed gaps and an incoherent approach to prevent chronic absenteeism, especially preventative strategies and the ability to connect

students with needed resources. The incoherence of strategies was revealed through an examination of current roles and responsibilities of positions within the organization as they relate to chronic absenteeism including the Director of Student Services, the Child Welfare and Attendance Office, teachers, site administrators, attendance clerks, and counselors. As an outcome of this analysis, district leaders committed to leveraging an existing structure within TRUSD, the MTSS team, which is a broad, multi-disciplinary team, focused on academics, behavior, and social-emotional learning, by creating an expectation that every time they meet they are analyzing data related to chronic absenteeism and discussing chronic absenteeism supports and interventions. Analysis of data during MTSS team meetings include disaggregated data by student group. TRUSD and many districts throughout Sacramento County have provided staff training in implicit bias and cultural competency over the past two years and participated in office hours with Dora Dome and received direct SCOE support provided to their student support services leadership.

All of our districts have teams that work with Dora Dome and the improvement from cross-department customized technical assistance support is evident. The teams our districts send to the office hours with Dora are also members of district leadership teams we are working on systems improvement work. SCOE System of Support works collaboratively to identify and design PD offerings intentionally designed to address trends in Dashboard measures. This year's Planning, Improvement and Accountability PD sessions provided training in the area of inclusive practices recognizing that one of our greatest challenges in Sacramento County and throughout the state, is equitable opportunities for our students with disabilities.

Additionally, to support TRUSD's efforts, SCOE recently secured funding to enhance our differentiated assistance support focused on reversing the upward trend of chronic absenteeism rates over the last two years, especially for their highest need student groups identified in the Dashboard. SCOE will purchase Kelvin, an online social and emotional wellness screener, to support all students in TRUSD. Kelvin is a technology platform for real-time data collection, visualization, and progress monitoring for school climate and social and emotional learning. The online screening tool allows educators to identify students in the need of social and emotional support; improve school climate with input from students, families and staff; assess students' social and emotional strengths and weaknesses; enhance student-teacher relationships; promote equity; and understand their students' school experience. Students can request to speak with an adult and access self-help resources remotely that are related to well-being and social and emotional learning. A focus on social and emotional learning is a key step to making students feel connected, safe, and valued at school. Social and emotional learning helps schools and districts build strong school climates, which in turn has a positive affect on the student attendance and graduation rates.

#### **Plan/Next Steps**

- SCOE has hired an Executive Director – Equity, Diversity, Early Intervention, and Support Services to work with school districts to address equity and diversity by

supporting the implementation of strategies to address the achievement gap, Social Emotional Learning (SEL), Restorative Justice, Trauma Informed Practice, Positive Behavior Intervention Systems (PBIS), and school climate.

- SCOE's System of Support will continue to provide customized assistance to all districts in Sacramento County regardless of eligibility for differentiated assistance in order to help districts build systems that meet the needs of each student, improve practices, and increase student opportunities. SCOE will continue to refine how to measure success/impact of the System of Support efforts based on Dashboard and other local indicators/metrics.
- The most frequently cited student group that contributed to district eligibility for differentiated assistance in Sacramento County in 2019 was students with disabilities. In response to the persistent and comparatively low academic performance of students with disabilities, SCOE will develop a comprehensive professional development series focused on Universal Designs for Learning to provide the opportunity for all students to access, participate in, and progress in the general-education curriculum to close the achievement gap for students with disabilities.
- SCOE equity leaders, in partnership with equity leaders in Sacramento County school districts, are designing a county-wide networked improvement community to be launched in 2020-2021 facilitated by equity experts from the National Equity Project (or similar organization). Additionally, SCOE is working to develop a partnership with Margaret Fortune to provide PD focus on eliminating the achievement gap for African American students specifically. The network will promote cross-agency collaboration and dialogue to promote equitable practices and decision-making that increase the academic proficiency of students to close the persistent opportunity, access, and achievement gaps. To measure improvements or changes, SCOEs plan is to ensure that the network is leveraging improvement science strategies and/or tools. Student survey results are also a good short term measure of impact. In the long-term, indicators such as suspension rates, chronic absenteeism, and dropout rates will provide evidence of sustained impact of their work.
- SCOE team will explore future opportunities to strengthen support to districts to address the achievement gap. Potential strategies may include an achievement summit or early literacy customized trainings.
- The C-SAPA team will continue to produce and conduct analyses and data reports on student outcomes, measured by subgroups and districts; to assist teams in their System of Support to districts.

### **Outcome/Impact**

While SCOE is committed to the annual analysis of the California School Dashboard data and CAASPP results to understand the impact of our customized trainings and technical assistance at closing persistent academic achievement gaps in Sacramento County, neither of these resources will be available in 2020 due to the COVID-19 pandemic. On March 27, 2020, California received preliminary federal approval to waive assessment

and accountability requirements for the 2019–2020 school year. Districts will be doing their best to monitor progress internally with interim assessment results. Unfortunately, many districts were in the middle of their third quarter assessments when COVID hit. In response to this crisis, districts rapidly had to adjust to implement distance learning. The CDE reported they will seek a state waiver for the 2020 California Dashboard.

The California Department of Education and California State Board of Education formally requested approval for these waivers from the U.S. Department of Education (ED) in a letter sent on March 26, 2020. A formal approval from the ED is expected in the coming weeks. State Superintendent Tony Thurmond said, “During the current COVID-19 public health crisis we are all facing right now, we don’t want our districts worrying about testing requirements or students worrying about testing. We are currently experiencing very difficult times and are thankful that the U.S. Department of Education responded quickly to our request for testing and accountability waivers. California will continue to address the current needs of students, parents, and school communities, and we are anticipating and preparing to solve further issues that will arise, including applying for further waivers as needed.” State Board of Education President Linda Darling-Hammond added, “The federal government’s fast approval of our waiver request provides welcome relief to our educators and students, and for that we are very grateful. The waiver allows our local leaders to focus on what is most important right now: Their students’ health, safety, and learning.”

## **Priority 2: Increase student access to mental health and wellness supports in court, community, and other schools.**

### **SCOE Support to School Districts**

#### **Progress to date: July 1, 2019 – April 22, 2020**

1. Sacramento County School Based Mental Health – Making Schools Centers of Wellness (Partnership with the Sacramento County Department of Health)
  - Seven Key Objectives: *Sacramento School-Based Mental Health*, promotes schools as centers of wellness by:
    - Enhancing **Partnerships** between County Office of Education, County Behavioral Health Departments, school districts, and community partners
    - Placing a **Licensed Mental Health Clinician** at each school in Sacramento County to address mild-moderate mental illness at the school sites, while also acting as a Multi-Tiered System of Support Navigator to support and coordinate services in all three tiers.
    - Providing **Professional Development** for all adults in schools on Social Emotional Learning (SEL) and Relationship Building, and encouraging SEL practices to make schools “Centers of Wellness”
    - Increasing access to mental health services for **Early Learning children** (infant to preschool)
    - Creating **Student-Led Opportunities** to promote student voice, to improve mental health peer support, and eliminate stigma



- Creating a countywide **Community of Practice** for all practitioners to learn, grow, share, and network together
    - Designing **Program Evaluation and Data Collection Processes** to increase efficacy and impact
  - A key consideration in the overall design of Sacramento County School Based Mental Health is the financial sustainability of the program over time. Key funding includes Medi-Cal billing through the County's Primary Care Clinic where schools are set up as satellite clinics.
2. Project Cal-Well (5-year grant from the California Department of Education)
- Three Key Objectives:
    - Increase awareness of mental health issues among students
    - Provide training for school staff and other adults
    - Connect students and their families to needed mental health services
  - Mental Health Clinicians placed in San Juan Unified School District and Paradise Unified School District
3. Safe Zone Squad (3-year grant from County Mental Health)
- Mental Health Clinicians and youth/family advocate placed in three middle schools in Sacramento City Unified School District and Twin Rivers Unified School District.
  - Three Key Objectives:
    - Provide timely crisis intervention and link students to mental health services
    - Conduct mental health screenings and submit a mental health service request
    - Collaborate with school personnel in a discipline review process
4. Resources and Op-Ed to Support Wellness
- SCOE is providing a collection of enrichment resources on managing anxiety and emotional well-being as a public service for students, families, and school districts. SCOE mental health experts are vetting the online resources.
  - On Friday, April 17, the Sacramento Bee published an Op-Ed that Superintendent Gordon co-authored with Dr. Peter Beilenson, Sacramento County Public Health Director. The article - titled "Sacramento kids and teens are stressed about COVID-19. Here are a few ways to help them" – focused on the impact on young people of enforced COVID-19 isolation.

### **Outcome/Impact**

- An evaluation plan will be developed that may include the following metrics: participation rates, attendance, suspensions/expulsions, social emotional learning screeners, level of direct support to student groups with the greatest need, evidence of youth lead activities, academic outcomes, and school climate surveys.

### **SCOE Court and Community Schools**

- SCOE's Court School is El Centro – All enrolled students have mental health services provided by the county, prior to release a transition team ensures the family/student has mental health services lined up via private insurance or through Medi-Cal. During the COVID-19 Stay-at-Home (SAH) order, our Court school administration, special education team and transition specialists are providing remote assistance to students, by communicating with Probation staff and designing specific assignments for individual students. Students released from the Youth Detention Facility are receiving transition services and are welcome at any of our community schools, or Senior Extension program if age-appropriate. We are supporting released student transitions back into school districts as well, ensuring each student has an immediate school enrollment post-release. All SCOE Court and Community School (CCS) administrators, teachers and staff utilize the online SEL resources assembled on scoe.net.
- SCOE's Community Schools currently have six part-time mental health clinicians funded by a state CSI grant. These clinicians support the base program of the community schools, Senior Extension, and CARE programs. During the SAH order, all mental health clinicians are staying in touch remotely with students and families on a regular basis and with intensive effort when a student or family needs additional assistance.
- SCOE also utilizes our San Juan Safe School Officer to visit families that are not engaging in school. After repeated attempts to reach and engage students and their families, those students who stop communicating with their teacher will receive a visit at home, from an encouraging officer and as appropriate, with a teacher or principal. The purpose of these visits is to remind the student and family that they need to continue to engage with their teacher and school, and complete school work as assigned.

The CCS will participate in the Sacramento School-Based Mental Health model.

**Priority 3: Refine our court and community schools accountability system to monitor our efforts and inform our ongoing customized student support.**

#### **Progress to date: July 1, 2019 – April 22, 2020**

- Indicators for court and community schools accountability system:
  - Attendance
  - Reading Growth
  - Math Growth
  - Credit Accumulation
  - Positive Transition (graduation or successful return to district school)
    - Career Assessment/Interest
    - Resume
    - Real ID Card or Real ID Driver's License
      - El Centro students receive training on securing Real ID
  - Food Handler Card (optional for Senior Extension students)
  - Achieved "employable level" on New World to Work competencies

- College Application and FAFSA (Seniors)
- Community Services
- Leadership Activities
- Work Based Learning
- Registering to Vote

We have added the following indicators to our local accountability system to measure students' employment readiness and post-secondary enrollment readiness for students in grade 12:

- Each student is expected to grow in the “New World to Work Competencies” for high school students that measure characteristics such as adaptability and teamwork. Transition specialists and certificated staff are completing training on teaching the competencies and measuring student growth on rubrics.
- Transition Specialists have received training regarding the value of students completing the work behind each indicator and how to measure completion.
- Data of student completion of each indicator is collected on a customized screen within our student information system, PowerSchool.

During the SAH orders, Principals are working with SCOE CCS Transition Specialists to continue to support students as they complete goals outlined within their individual student success plan. We are utilizing a variety of distance learning resources including those provided on scoe.net, our new Edgenuity platform and resources assembled and shared by individual SCOE teachers and staff.

Although this is more challenging than supporting students in person, with community based activities and social agency support, we are making progress with online learning and respective completion of goals.

**Priority 4: Enhance our charter school work related to petition review and sharing best practices.**

**Progress to date: July 1, 2019 – April 22, 2020**

**1. Collaborate and Share Resources and Professional Learning**

- Charter operators throughout Sacramento County have been added to SCOE list serves so that they receive automatic notifications of professional learning opportunities in English Language Arts, Mathematics, Science, History-Social Science, Social Emotional Learning, LCAP development and Community of Practice, Family and Community Engagement, Planning, Improvement, and Accountability, etc.
- Charter school operators are participating in SCOE professional development offerings. In addition, some charter operators have contracted with SCOE for targeted training, coaching, capacity building, and sharing best practices, innovations, and resources.
- SCOE is collaborating with Fortune Charter Schools to plan a series of workshops in 2020-2021 for school districts and charter schools on Bridging the Achievement Gap.

- Since March 25, 2020, Superintendent Gordon has hosted bimonthly conference calls with charter school operators from throughout Sacramento County to provide updates and answer questions relating to the COVID-19 emergency and its impacts on our schools. These meetings occurred on March 25 and April 8, with an upcoming session scheduled on April 29.
- SCOE has shared distance learning resources with charter school operators, including information and a link to a free, high-quality Distance Learning Hub developed by the Fortune Charter Schools. We also posted a link to the Fortune Distance Learning Hub on the SCOE website.

## 2. Enhance Charter Authorizing Practices

- On March 10, 2020, we held a Board Study Session on Charter Schools, where we reviewed changes in the law impacting school districts, County Boards, and the State Board of Education's roles in reviewing, authorizing, and overseeing charter schools.
- SCOE staff continue to participate and contribute to regional and statewide efforts to improve charter school authorization, support and oversight. Our General Counsel is also a member of the Charter Authorizers Regional Support Network (CARSNet) Workgroup, which has developed and updated charter authorizer templates that can be used throughout the state.

## **Plan/Next Steps**

### 1. Update policies and practices in light of new charter school laws

- New legislation impacting charter schools was enacted in 2019. The major changes to charter petition and appeal requirements will take effect in July 2020.
- We are revising the Board's Policy on Charter Schools based on the new charter school laws. The Board discussed some policy issues at its March 10 Study Session. At the Board's May 19, 2020 regular meeting, we will discuss and obtain Board preferences regarding key charter policy areas. After receiving the Board's guidance, we will conduct listening sessions with charter authorizers and operators regarding the key policy areas. After receiving all guidance and feedback, we will prepare and work out the details of a revised charter school policy in Policy Committee, then bring a Committee-recommended policy to the full Board for adoption hopefully in August.

### 2. Provide Charter Petition Resources

- Once the revised Charter Policy is adopted, we will create a "Charter Best Practices" link on SCOE's website for charter petitioners and school districts, that includes:
  - The County Board's expectations for charter petitions (outlined in the revised Board Policy and Administrative Rules and Regulations);
  - A charter school budget template and planning tool designed by SCOE to inform petitioners of SCOE's budget expectations and assist school

- districts in applying uniform budget standards to all charters early in the petition process;
- SCOE will publicize this information to school district authorizers so they can share it with charter petitioners early in the charter petition process.

**Priority 5: Enhance family and community engagement via education and capacity building.**

**Progress to date: July 1, 2019 – April 22, 2020**

**Family and Community Engagement (FACE)**

- Collaborated with SCOE partner, Scholastic Education and Michele Brooks to launch SCOE's FACE efforts and hosted the inaugural SCOE Family and Community Engagement Summit (June 12, 2019) – Number of attendees: 100
- Collaborated with SCOE partner, Scholastic Education and Dr. Steve Constantino to develop and host the SCOE Annual Family and Community Engagement Summit (November 1, 2019) – Number of attendees: 92
- Designed and facilitated FACE Workshops:
  - *Bridging Cultural and Linguistic Gaps with Families* (September 25, 2019)
- Number of attendees: 36
  - *High-Impact Family and Community Engagement* (November 6, 2019)
- Number of attendees: 45
- Developed videos of the FACE Workshops in collaboration with Sacramento Educational Cable Consortium (SECC) which are available on the SECC website to increase access to FACE resources and information.
- Participated in countywide Family Engagement Forum, an education collaboration among school districts in Sacramento County with the Sacramento Educational Cable Consortium.
- Launched updated scoe.net website with an expanded “**Families**” section to increase access to FACE resources and information. Information includes: Early Learning, Student Programs, Educational Options, Special Education, College/Career and Family Rights.

**Additional Resources to Support Family and Community Engagement in Response to COVID-19.**

- Created a new collection of community resources “**Enriching the Remote Learning Experience During COVID-19**” to support students and families. Information includes:
  - SCOE-Produced Video Catalog
  - Remote Learning Resources
  - Emotional Well-Being
  - School Meal Pickup Information
  - Reduced Cost/Free Internet
- SCOE is providing a collection of enrichment resources on managing anxiety and emotional well-being as a public service for students, families, and school districts. SCOE mental health experts are vetting the online resources.

- Our mental health services team is supporting mental health practitioners. SCOE mental health coordinators Dr. Chris Williams and Hannah Collentine-Cole are presenting an ongoing podcast titled “Everyday SEL.” Their podcast highlights how educators can meet the needs of students and families, and how relationships are central to student learning and well-being.
- On April 21, Superintendent David W. Gordon participated in a podcast hosted by Sacramento County District Attorney Anne Marie Schubert where the topic was child abuse prevention. These “stay at home” orders can gravely affect intimate partner violence and childhood abuse, as not everyone’s home is safe. The podcast is available on the District Attorney’s website.
- In collaboration with Sacramento County Child, Family and Adult Services, SCOE is developing guidance for Sacramento County teachers providing distance learning. This new guidance will help teachers dialogue with families and students and provide guidance and referrals for support. Additionally, the guidance will help teachers recognize potential child abuse and how to submit a mandated report as a distance learning teacher.

#### **Plan/Next Steps**

- SECC Family Engagement Forum meeting (May)
- FACE Summit 2020 – October 29, 2020 with Dr. Karen Mapp
- FACE Workshops for 2020-2021 including rescheduling Dr. Fortune’s workshop
- Court and Community Schools have designated Chris Aland as their FACE lead, who will continue to participate in future workshops, training, and summits. All CCS leaders have participated in a variety of trainings, and have implemented the Karen Mapp strategies at each school site.

#### **Outcome/Impact**

In March 2020, SCOE FACE project evaluation was conducted to assess impact of the FACE Professional Learning Series (Summit, Workshops, Forum). Participants who attended one or more of the sessions were sent an evaluation survey to evaluate our efforts.

Brief summary of the impact of the SCOE FACE efforts:

- A total of **280 attendees** participated in the workshops and summits. Several people attended all events that were facilitated by SCOE. Those who participated in a summit or workshop were sent a post-event evaluation to learn more about impact overtime and how attendees have implemented the strategies, tools, and resources.
- **100%** of the survey respondents “Strongly Agreed- Agreed” that it is beneficial for SCOE to facilitate the summits/workshops.
- **95%** of the survey respondents “Strongly Agreed- Agreed” that they were able to use the strategies and information learned from the summits/workshops.

The following table is a summary of the job classification of participants for each FACE event.

SCOE FAMILY AND COMMUNITY ENGAGEMENT (FACE) EVENTS: NUMBER AND JOB CLASSIFICATION OF ATTENDEES					
Job Classification	SCOE Annual Family and Community Engagement Summit (June 2019)	SCOE Annual Family and Community Engagement Summit (November 2019)	Workshop 1: Bridging Cultural and Linguistic Gaps with Families (September 2019)	Workshop 2: High-Impact Family and Community Engagement (November 2019)	TOTAL
Administrators	45	40	7	9	101
Teachers	10	6	7	4	27
Coaches	4	2	4	1	11
Support Staff	15	13	9	8	45
Counselors	3	1	0	1	5
Para-Educators	4	7	7	7	25
Expanded Learning	3	4	0	0	7
Other	16	19	9	15	59
TOTAL	100	92	43	45	280

Districts also shared professional learning needs and identified the following topics for 2020-2021:

- Evidence-based strategies for increasing family engagement and outreach
- How to effectively collect data and measure impact for LCFF Priority 3
- How to build and strengthen partnerships
- Mental health support, resources, and coordination with families
- Bridging cultural and language gaps