



Sacramento County Board of Education

# Regular Meeting

*Tuesday / June 8, 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, June 8, 2021**  
**Closed Session: 5:45 p.m.**  
**Government Code section 54956.9(d)(1)**  
**CONFERENCE WITH LEGAL COUNSEL – Pending Litigation**  
**Sacramento County Superior Court Case Nos.**  
**34-2019-80003155 and 34-2019-80003194**

**Regular Session: 6:30 p.m.**

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

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

This meeting will be accessible to members of the public via Zoom video and/or teleconference. To view the Board Meeting by computer, tablet, or smart phone, go to: <https://scoe.zoom.us/j/93916393023> To listen by phone: Primary Number: 669-900-6833 Secondary Number: 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-6-8-21>. Public comment will be accepted until 6:00 p.m. on Tuesday, June 8, 2021, and will be read during the teleconferenced Board meeting at appropriate times.

## **Accommodating Individuals with Special Needs**

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

## **AGENDA**

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

## **Mission Statement**

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

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

## Regular Meeting Agenda – June 8, 2021 – Page 2

- III. Approval of the Minutes of the Regular Board Meeting of May 4, 2021
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations

- A. General Public

- B. Employee Organizations

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

- VII. Superintendent's Report

- A. Operation Recognition Scholarship Essay Winner – Tim Herrera

- 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. Accept Donation to the College and Career Readiness Department – Dr. Matt Perry

- B. Approval of Contracts – Nicolas Schweizer

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

- 1. \$6,765,495 California Assessment of Student Performance and Progress Support System (CAASPP) grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years – Dr. Nancy Herota

- 2. \$800,000 Placer County Re-Entry Program (PREP) grant from the Placer County Board of Supervisors – Procurement Office AB 109 and Re-Alignment Funds for the 2021-2022 fiscal year – Dr. Matt Perry

- 3. \$200,000 Reach for the Upside Initiative grant from Genentech for the 2020-2021 and 2021-2022 fiscal years – Brent Malicote

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

- D. Public Hearing – SCOE 2021-2024 Local Control and Accountability Plan (LCAP) – Dr. Matt Perry/Michael Kast

## Regular Meeting Agenda – June 8, 2021 – Page 3

- E. Public Hearing – 2021-2022 Proposed Budget – Nicolas Schweizer
- F. Adoption of Resolution No. 21-07 – Resolution to Pay Absent Board Member – David W. Gordon
- G. Adoption of Resolution No. 21-08 – Resolution to Pay Absent Board Member – David W. Gordon
- H. Approval of Use of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, in Substitution of Regular Revenue Limit Apportionments – Nicolas Schweizer
- I. Second Reading and Adoption of Revisions to Board Policy 3200 – Grants – Policy Committee
- J. Fortune School of Education Countywide Charter School Renewal Resolution No. 21-06 – Tracy Stinson
- K. Board Report – Year in Review – David W. Gordon
- IX. Board Reports, Comments, and Ideas
  - A. Board Members
  - B. Board President
  - C. Committees
- X. Items for Distribution
  - A. June/July Events
  - B. June/July Site Visits
- XI. Schedule for Future Board Meetings
  - A. June 22, 2021
  - B. July 13, 2021
- XII. Adjournment

### **Board Agenda Packet**

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

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of May 4, 2021**

**VIA ZOOM/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 April 9, 2021
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations
- VII. Superintendent's Report
  - A. Recognition of the June 2021 Employees of the Month
  - B. Recognition of SCOE Staff
- VIII. New Business
  - A. Adoption of Consent Agenda
    1. Accept Report on Personnel Transactions
    2. Award Diplomas to Court and Community School Students
  - B. No 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. \$690,000 Seeds of Partnership grant from the California Department of Education for the 2021-2022 fiscal year
    2. \$720,998 Early Head Start grant from the Sacramento Employment and Training Agency for the 2021-2022 and 2022-2023 fiscal years and Adoption of Resolution No. 21-03
    3. \$80,000 TEACH California grant from the California Department of Education for the 2021-2022 fiscal year
    4. \$6,471,904 California Preschool Instructional Network grant from the California Department of Education/Early Learning and Care Division for the 2021-2022 and 2022-2023 fiscal years
    5. \$205,570 California Preschool Instructional Network – Region 3 grant from the California Department of Education/Early Learning and Care Division/Federal Migrant Education for the 2021-2022 fiscal year
    6. \$150,000 California Preschool Instructional Network Migrant Education grant from the California Department of Education/Federal Migrant Education Office for the 2021-2022 fiscal year
    7. \$1,965,345 Early Learning Partnerships Building Mindful Early Care and Education (PBM) grant from the First 5 Sacramento Commission for the 2021-2022, 2022-2023, and 2023-2024 fiscal years

- 8. \$1,020,000 Help Me Grow: Developmental Screenings and Support grant from the First 5 Sacramento Commission for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
  - D. Adoption of Resolution No. 21-04 – Declaring May 12, 2021 as California Day of the Teacher
  - E. Adoption of Resolution No. 21-05 – Declaring May 16-22, 2021 as Classified School Employee Week
  - F. Informational Item: Progress Report on SCOE’s Internal DEI Work
  - G. Board Report – Youth Engagement and Student Voice
  - 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. May 18, 2021
    - B. June 8, 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, and Bina Lefkovitz. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant. Trustee Karina Talamantes was absent.

Other staff present via teleconference were Teresa Stinson, General Counsel; Nicolas Schweizer, Associate Superintendent; Brent Malicote and Matt Perry, Assistant Superintendents; Michael Kast, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; and Tim Herrera, Director.

II. Mr. Keefer led the Pledge of Allegiance.

III. On a motion by Mr. Fong and seconded by Mr. Keefer, the minutes of the Board/Superintendent Study Session of April 9, 2021 were approved. Motion carried 6 ayes, 0 noes, 1 absent (Talamantes), 0 abstentions based on the following Roll Call vote:

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

Ms. Ahola – yes

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

Ms. Talamantes – absent

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:

Carolina Flores

Juan Yñiguez

Magali Kincaid

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

VII.A. Trisha Odin, Program Analyst, Communications Department, was recognized and honored as the classified employees of the month for June.

Kristina Aldrich, Teacher, Special Education Department, was recognized and honored as the certificated employee of the month for June.

VII.B. Brent Malicote introduced Director Brett Nelson who presented James Wagon as the 2021 Classified Employee of the Year.

Superintendent Gordon reported on the following:

### **LOCAL DISTRICT UPDATES**

- Arcohe: 15 days of school remain. Regular summer school program planned plus a Kinder Camp funded with private money.
- Center: High School in session five days/week with 55% attending in-person. Last day of school is May 27. Summer school planned for four days/week ½-day sessions. 25-30% families have signed up to attend.
- Elk Grove: Four days/week. Plans to double teacher wages for summer going before Board tonight. Planning summer programs.
- Elverta: Continuing in AM/PM model until end of year. Learning center model planned for grades 2-5 and some for middle school as well as after school programs planned for next year.

- Folsom Cordova: Elementary schools in session four days/week in AM/PM model. Middle Schools and High Schools in session four days/week in AB model. Average in-person attendance is 60%. High School graduation offered in-person with limited capacity. Also offering drive through graduation and livestreaming. Three weeks of summer programs planned at elementary and some middle/high school sites. Enhanced salary schedule planned for summer programs. Considering starting a community health clinic with AB86 funds.
- Galt Elementary: AM/PM model in place through end of year. Three weeks of summer programs planned.
- Galt High: 60% of students are attending in-person. Four days/week through end of year, June 3. Graduation planned in-person in stadium with limited capacity. Six weeks of summer school planned: credit recovery, intercession model for math/English, bridge model for 9<sup>th</sup> graders.
- Natomas: Five days/week in attendance. Considering enhanced summer salary schedule. Families do not want extended year programming. Summer school offerings will be activity-based.
- River Delta: In-person hybrid model two days/week. Regular summer programs planned in June. Extended school year planned for Special Education. Incorporating Social-emotional learning in July with AB86 funds.
- Robla: Transition model with two cohorts. Last day is June 18. Five-week summer school program planned. Doubling pay scale for summer. AB86 post pandemic task force in planning stages.
- Sacramento City: Two days/week with plans to collapse cohorts. Five-week summer school program planned starting June 28 partnering with CBOs to provide programs.
- San Juan: In-person four days/week. There have been some positive COVID cases in athletics program. Last day of school is June 8. Planning high-interest activities for summer school.
- Twin Rivers: no report.

### **SACRAMENTO COUNTY VACCINATION EFFORTS**

- Pleased that our COVID-19 vaccination clinic – in partnership with Safeway – remains open to the public. The clinic, at the SCOE Conference Center, is averaging roughly 200 vaccinations per day. Now that vaccinations are available to all Californians young people 16 and older, we have been reaching out to this group and have seen many young people – accompanied by their parents – coming in for vaccinations. The clinic will be operating through May 21, for second doses. If you are interested in volunteering at the clinic, please contact Shannon Hansen, in Administration. Sacramento County has been selected to help youth ages 12-15 receive the vaccine.

### **COMMUNITY SCHOOLS BASE PROGRAM**

- Students are finishing their academic year with extensive support including:
  - Monday morning all-school advisory
  - Online classes provided across all sites
  - Transition specialist support for employment
  - Principal support for students returning to district programs



- All students are invited and welcome to summer school programming

### **SENIOR EXTENSION**

- Students continue to graduate. All students are provided with wellness, post-secondary, and employment support. We are expanding online career exposure and driver training programs.

### **EL CENTRO**

- Our students continue to enjoy all day, in-person learning with full Culinary and Construction programming
  - Plans to transform the library into a 21<sup>st</sup> Century Learning Center continue
  - Support for our girl's unit and long-term students are increasing.
- 22 students out of 80 are enrolled in early college.

### **SPECIAL EDUCATION UPDATE**

- Students that have come back to in-person learning are thriving. We have all programs except for Infant now offering in-person learning. Students are picking up right where they left off when it comes to school routines. We have been pleasantly surprised by how much our students have grown academically during distance learning. We are now staffing up for summer school. All students who participate in in-person learning during summer will be offered expanded learning opportunities in the form of extra classroom hours.

### **SUMMER PROGRAM PLANS FOR DISTRICTS**

- We plan to contract with several non-profit partners to provide a wide variety of summer enrichment opportunities to re-engage with the excitement of learning.
- We are working with community-based organizations, non-profits, and local school districts to create Summer Education Innovation Hubs at several local schools.
- Some of the partners will include Project Optimism, Black Child Legacy, the Hawk Institute, the Museum of Science and Curiosity, and our own Sy Park Environmental Education Center.
- To support High School aged students, SCOE is developing a program that involves peer mentoring to support the summer learners. We will share more information regarding non-profit partners at our next Board meeting.

### **SUBSIDIZED MEALS FOR STUDENTS**

- As we shared in a recent Board Communication, schools will be allowed to receive full federal reimbursement throughout the next school year for meals served through US Department of Agriculture's National School Lunch Program Seamless Summer Option (SSO), which is typically only available during the summer months. This allows schools to feed both students and community children regardless of their eligibility for free and reduced-price meals. We do not routinely collect information on meal service programs in the county, rather this information is shared informally with us. Further, many local districts are still determining the programs they will offer over the summer, with which they will

need to align their summer meal services. We will continue to keep the Board updated on local district plans.

- In the meantime, we advise municipal agencies and CBO's to reach out to local districts and the CA Department of Education Nutrition Services Division. Municipal agencies and CBO's can partner with a district to have meals provided at their site. In addition, some public agencies and CBOs may be eligible to become a program sponsor.
- They can view a list of current program sponsors and service sites in Sacramento County online and we have provided them with that link.
- SCOE's cafeteria at Sly Park can provide meals through the SSO program in partnership with schools in El Dorado County this summer. However, the extent of our participation will depend on whether public health guidance allows Sly Park to host camps this summer. Our court and community schools and special education schools are planning summer instructional and enrichment programs and will coordinate with their school district partners to provide meals.

### **STATE SEAL OF BILITERACY**

- On May 5, we will be hosting a virtual ceremony recognizing those students in Sacramento County who have earned their State Seal of Biliteracy. The event begins at 4:30 p.m. Let us know if you would like to attend and we will have the Zoom link sent to you. To earn the Seal, students must demonstrate English competency by scoring proficient on the California Standards Test in English Language Arts and receive good grades in all English classes required for high school graduation. This year, we are celebrating the accomplishments of roughly 2,400 students.

### **RESILIENCY SCHOLARSHIP UPDATE**

- Pleased to report that 12 of our students have been selected to be the first recipients of the SCOE Resiliency Scholarship. Scholarships of \$1,000 are being awarded to help support these graduating SCOE students who are pursuing post-secondary education and vocational training and development. Our scholarship recipients also are being matched with a mentor to help navigate their post-secondary education and training. Thanks to the selection committee – which includes Trustees Lefkovitz and Brown – for their work in selecting the recipients. Also, proud to report we have raised over \$40,000 for the program.

### **SCOE TEACHER OF THE YEAR 2022**

- Congratulations to Nick Papagiannopoulos who has been selected as the SCOE Teacher of the Year 2022. Nick – known to students and staff as “Mr. Pappas” – works at Leo A. Palmiter Jr./Sr. High School where he teaches an array of subjects: English Language Arts, Economics, and Government. He serves as Teacher in Charge, Student Council Advisor and Academic Bowl Coach, among other duties. Nick is now eligible to participate in the countywide Teachers of the Year program.

Mr. Fong suggested that vaccines for youth be administered at school sites instead of them coming to the SCOE clinic.

Superintendent Gordon indicated that we are considering that option, but storage of the vaccine may be problematic.

Dr. Matt Perry, Assistant Superintendent, clarified that the library at the Juvenile Hall will be enhanced to allow for research for careers and educational opportunities.

SCOE is offering learning and activity hubs in various communities of need and these will be open to SCOE students as well.

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 Schools Students

Mr. Fong commented on the various retirements on the Personnel Transaction report and acknowledged the work of those retiring.

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

Ms. Talamantes – absent

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

Dr. Matt Perry announced that the following students will be awarded a diploma: Patrick Michael McCarl from Cordova Lane Senior Extension; 2 candidates from El Centro Jr./Sr. High School; Valerie Sunshine Martinez from Elinor Lincoln Hickey Senior Extension; Keajana Emily Hendrickson, Meggan Joelyn Ledesma, Hilda Torres Martinez, Misael Vazquez Perez, and Jose Ramirez, Jr. from Gerber Senior Extension; and Annaleah Princess Avila, Paul Campana, and Santino G. Chacon from North Area Senior Extension.

VIII.B. No Approval of Contracts

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. \$690,000 Seeds of Partnership grant from the California Department of Education for the 2021-2022 fiscal year

2. \$720,998 Early Head Start grant from the Sacramento Employment and Training Agency for the 2021-2022 and 2022-2023 fiscal years and Adoption of Resolution No. 21-03
3. \$80,000 TEACH California grant from the California Department of Education for the 2021-2022 fiscal year
4. \$6,471,904 California Preschool Instructional Network grant from the California Department of Education/Early Learning and Care Division for the 2021-2022 and 2022-2023 fiscal years
5. \$205,570 California Preschool Instructional Network – Region 3 grant from the California Department of Education/Early Learning and Care Division/Federal Migrant Education for the 2021-2022 fiscal year
6. \$150,000 California Preschool Instructional Network Migrant Education grant from the California Department of Education/Federal Migrant Education Office for the 2021-2022 fiscal year
7. \$1,965,345 Early Learning Partnerships Building Mindful Early Care and Education (PBM) grant from the First 5 Sacramento Commission for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
8. \$1,020,000 Help Me Grow: Developmental Screenings and Support grant from the First 5 Sacramento Commission for the 2021-2022, 2022-2023, and 2023-2024 fiscal years

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

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

VIII.D. Adoption of Resolution No. 21-04 – Declaring May 12, 2021 as California Day of the Teacher

Mr. Brown moved, and Ms. Davis seconded the motion to adopt Resolution No. 21-04 – Declaring May 12, 2021 as California Day of the Teacher. Motion carried 6 ayes, 0 noes, 1 absent (Talamantes), 0 abstentions based on the following Roll Call vote:

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

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

Mr. Fong acknowledged the extraordinary efforts of the teachers this year during the COVID-19 Pandemic.

VIII.E. Adoption of Resolution No. 21-05 – Declaring May 16-22, 2021 as Classified School Employee Week

Mr. Fong moved, and Ms. Lefkovitz seconded the motion to adopt Resolution No. 21-05 – Declaring May 16-22, 2021 as Classified School Employee Week. Motion carried 6 ayes, 0 noes, 1 absent (Talamantes), 0 abstentions based on the following Roll Call vote:

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

Mr. Fong acknowledged the extraordinary efforts of the staff this year during the COVID-19 Pandemic.

VIII.F. Channa Cook-Harvey and Kristin Wright provided a Progress Report on SCOE's Internal Diversity, Equity, and Inclusion (DEI) Work and responded to questions from the Board.

VIII.G. Brent Malicote, Assistant Superintendent; Frank Pisi, Director; Joelle Orrock, Coordinator; and Charley Gilmore, Curriculum Specialist provided a report on the Youth Engagement and Student Voice to the Board.

IX.A. Ms. Davis gave a shout out to El Centro team for their WASC accreditation. She also expressed a desire to talk more about some of the DEI articles and books to learn more about this topic.

Mr. Fong would like a response from the SJUSD administration about what action can be taken or make recommendation. As students return to school, he is hopeful that schools have prepared for the bullying against the API community and ways to protect this community. As far as health issues, he wonders if the vaccine can be mandated for youth to attend school.

Ms. Lefkovitz was moved by the SCOE Resiliency Scholarship applications – both written and recorded. It was beautiful to see how the students have progressed and looks forward to the celebration of these students.

Mr. Brown noted that Resiliency Scholarships were outstanding, and the students are very deserving. He believes that we are on the cusp of making a difference with DEI. Today is Teacher Appreciation Day and he acknowledged the hardship teachers have faced throughout the pandemic and their hard work is appreciated.

Mr. Keefer's Rotary Club had Chet Hewitt from Sierra Health Foundation (SHF) as a presenter. He talked about the 1,300 students of color. With all their partners (school districts, community colleges, and other groups), SHF tracks the kids from the moment they graduate and then through, the alarming piece is how few made it in. When he looks at SCOE's mission statement – ensure that our students are prepared for success in college, career, and community – that is the first one on our mission statement. The key determinant of a person's future is their education. By education will dictate where you live which will dictate your life span. He also commented that he appreciated tonight's meeting being in-person.

Ms. Talamantes was absent.

IX.B. President Ahola read part of the introduction from Dr. Rex Fortune's book, "Bridging the Achievement Gap".

IX.C. There were no committee reports.

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

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

XI. Schedule for Future Board Meetings

A. May 18, 2021

B. June 8, 2021

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

Ms. Talamantes – absent

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

The meeting adjourned at 9:19 p.m.

Respectfully submitted,

David W. Gordon  
Secretary to the Board

Date approved:

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Operation Recognition Scholarship Essay Winner	<b>Agenda Item No.:</b> VII.A. <b>Enclosures:</b> 0
<b>Reason:</b> To Honor Diego Jimenez (Monterey Trail High, Elk Grove USD) Scholarship Essay Winner	<b>From:</b> David W. Gordon <b>Prepared By:</b> Tim Herrera <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

The Sacramento County Board of Education honors the contributions of local veterans who left high school to serve in the U.S. military during World War II, the Korean War, or the Vietnam War through the Operation Recognition Diploma program. While there were no diploma applications this year, the Operation Recognition Scholarship Essay Program continues. The program is sponsored by SAFE Credit Union and this year the scholarship prize is \$1,000.

This year's recipient is Diego Jimenez, a senior at Monterey Trail High School, in the Elk Grove Unified School District (EGUSD). He will attend the meeting virtually to read his award-winning essay. The 2021 scholarship contest theme is "Why We Must Appreciate America's Veterans."

In addition, a representative from SAFE Credit Union will be joining the meeting to congratulate the student and award the scholarship virtually.

## SACRAMENTO COUNTY OFFICE OF EDUCATION

*PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION*

Board Meeting – June 8, 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	Student Programs	McIntosh, Michelle	New Hire	Coordinator, College and Career Initiatives 8 h/d 5 d/w 215 d/y PC# 210041	DPMEC/ Student Programs	5/24/21	MT-36
Classified	Financial Services	Ciccarelli, Michelle	Promotion	Financial Analyst 8 h/d 5 d/y 244 d/y PC# 000165	Financial Services	5/17/21	CL-32-A
Classified	Personnel	Shea, Kimberly	Promotion	Sr. Personnel Technician 8 h/d 5 d/w 244 d/y PC# 180024	Personnel	5/17/21	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>
Classified	Special Education	Brown, Epiphany	Para Educator – SH	George Washington Carver High School to Dry Creek Elem. School	5/10/21
Classified	Special Education	Roseman, Margrite	Para Educator -SH	Sheldon High School to Galt High School	5/7/21

**SUBSTITUTE/TEMPORARY APPOINTMENTS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Status</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date/ Duration</b>
Classified	Various	Bacon, Robin	Sub	Teacher	Various	5/11/21
Classified	Various	Hurd-Danilson, Dara	Sub	Teacher	Various	5/14/21
Classified	Various	Pevna, Jon	Sub	Teacher	Various	5/1/21



**SEPARATIONS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Type</b>	<b>Name</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date</b>	<b>Reason for Leaving</b>
Management	Resignation	Marceta, Branka	Director, CAERC	DPMEC	7/30/21	Resignation
Certificated	Resignation	Tom, Diana	School Nurse	Special Education	6/11/21	Resignation
Classified	Resignation	Cortez, Erika	Office Assistant	SCBC	8/1/21	Resignation

**RECAP**

	<b>Management</b>	<b>Certificated</b>	<b>Classified</b>	<b>Total</b>
Regular Appointments	1	0	2	3
Transfers	0	0	2	2
Substitute/Temporary Appointments	0	0	3	3
Separations	1	1	1	3
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>11</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> 06/08/21

**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**

Dominic Reese Allan  
Rorie Anissa Borja-Allan  
Daevon Clay  
Carmella Desire Daniels  
Adam Jesse Goin  
Enrique Navarro  
Angel A. Robinson

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

4 Candidates

**Elinor Lincoln Hickey Senior Extension**

Damian W. Boosh  
Tawnie Renee Leal  
Yoselin Lopez  
Dayshawn McHolder  
Myra Renteria

**Gerber Senior Extension**

Darius Bizer  
Yolanda Gianna Carranza  
Karina De-Orta-Garcia  
Jacob G. Eaton  
Nathan Halaapiapi  
Shannon Corita Bautista Hall  
Dominic Benjamin Hernandez  
Seanna-Chris Pheloney McManus  
Maleah Alisa Gabriel Meyer  
Simon Peter Maximus Meza

**Gerber Senior Extension (Cont'd)**

Angie Stephanie Muneton  
Karina Marie Plascencia-Zamora  
Darla Jean Sapp  
David Salvador Torres-Benitez

**North Area Senior Extension**

Denise Le'Nae Arnold  
Kylie Dawn Brooks  
Kalie Raylene Cann  
Alan Manuel Cruz Almanzon  
Kevion Novell Estell  
Athena Ashanti Falcon  
Velda Marie Fernandez  
Kemya Henderson  
Lillianna Christine Hinnen  
A'nya Ethel Mae Johnson  
Knowledge Luera  
Calvin Greg Malone  
Ailani Perez  
Corey Joseph Reiss  
Jaden Rice  
Gabriel Salinas  
Donica Lena-Mae Sargent  
Maninder Singh  
Elijah Gregory Spain  
Joseph Scott Turner  
Arryonna Sherri Zafranovich

**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> Donation to the College and Career Readiness Department	<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> Dr. Matt Perry <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

SCOE's College and Career Readiness Department's Information Communication and Technologies (ICT) Hub has received a \$10,500 donation from Butte College. This donation will be used to support Summer of Computer Science workshops, CS4NorCal projects, and ICTEducator Community of Practice activities.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends acceptance of the above-mentioned donation on behalf of the Sacramento County Board of Education.

**SACRAMENTO COUNTY BOARD OF EDUCATION  
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL  
June 8, 2021**

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**COMPUTER, NETWORK, AND TELECOMMUNICATION SUPPORT (CNTS)**

Expenditure

**KS Telecom, Inc.**

Contractor will provide data and voice cabling services on an as-needed basis to the Sacramento County Office of Education. Services will include emergency repair work, data and phone station cabling, infrastructure cabling, fiber optic cabling, and other telecommunication services.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: CNTS, Phones Budget

\$75,000

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**Mattison Enterprises**

Contractor will assist with application related to E-Rate funding. Services include review of telecom bill to verify discount awards are correctly applied; track E-Rate application status; participate in E-Rate planning meetings; mainting E-Rate documentation and program-required records retention; assist with Billed Entity Applications Reimbursement process for obtaining E-Rate awards; and assist, consult, and participate in any audit, if necessary.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: CNTS, Phones Budget

\$12,000

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**FACILITIES DEVELOPMENT**

**Mohawk Commerical, Inc.**

Contractor will provide all materials and labor for the removal and installation of new flooring at Sly Park in the Animal Room.

New

Dates of Service: 06/09/21 – 06/30/21

Source of Funds: Deferred Maintenance Fund

\$28,630

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**INTERNET & MEDIA SERVICES (IMS)**

**Kelly Ann Green**

Contractor will assist in the creation and development of new online courses for SCOE's USA Learns website by architecting ways to visually communicate course materials to adult English as a Second Language (ESL) learners. Contractor will analyze draft course content and identify strategies to visually communicate complex concepts, review all lessons and images suggested by curriculum writers.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: IMS, Technology Services Budget

\$17,600

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**INTERNET & MEDIA SERVICES (IMS) Continued****Expenditure****Jennifer Currie Santamaria**

Contractor will assist in the creation and development of new online courses for SCOE's USA Learns website with a focus on writing ESL curriculum for adult learners. Tasks to be completed include establishing learning objectives for each course, writing activities to teach ESL listening, reading, writing, and speaking to adult learners, and structuring the content to fit within SCOE's customized learning management system.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: IMS, Technology Services Budget

\$22,500

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**Sacramento Educational Cable Consortium (SECC)**

Contractor will provide video production services to develop 26 brief videos for the USA Learns' new Access America ESL course. Services will include pre-production and planning, six days of shooting at SCOE's David P. Meaney Education Center site, and post-production to edit the videos.

New

Dates of Service: 07/01/21 – 12/31/21

Source of Funds: IMS, Technology Services Budget

\$20,650

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**Kit International Talent**

Contractor will provide talent to act in videos created by the IMS department for the USA Learns' new Access America course.

New

Dates of Service: 07/26/21 – 08/25/21

Source of Funds: IMS, Technology Services Budget

\$6,673

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**SPECIAL EDUCATION****CCHAT Center Inc. – Sacramento**

Contractor will provide speech therapy for students in the SCOE Infant Development Programs that are deaf or hard of hearing. Services will be provided to families who choose aural-type speech therapy as reflected in their Individualized Family Service Plan. Costs are based on services rendered and frequency of attendance.

New

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: Special Education and Infant Development Program Budgets

\$90,000

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<b>SPECIAL EDUCATION Continued</b>	<b><u>Expenditure</u></b>
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**Eaton Interpreting Services, Inc.**

Contractor will provide interpreting services for students that are deaf or hard of hearing enrolled in the SCOE Special Education and/or Infant Programs. Contractor will also provide interpreting services for SCOE staff that are deaf or hard of hearing to facilitate understanding in professional development opportunities.

New

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: Special Education and Infant Development Program Budgets \$10,000

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**Hill-Rom Company, Inc.**

Contractor will perform preventative maintenance and scheduled annual inspections of the Liko Lifts located in SCOE Special Education classrooms. If an equipment failure is identified during the periodic inspection, contractor will provide the labor and parts to repair the equipment.

Renewal

Dates of Service: 07/01/21 – 06/30/24

Source of Funds: Special Education Medi-Cal Funding \$24,840

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**Leader Services**

Contractor will provide billing and related services for SCOE's LEA Medi-Cal billing options and will provide training and forms to SCOE staff for use in the submission of claims and periodic reports. Contractor will also submit claims to Medicaid and other third-party users while also updating software when Medicaid institutes changes.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: Special Education Medi-Cal Funding \$18,000

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**Transcend Translations, Inc.**

Contractor will provide translation services from hard copy and online documents into different languages. The translated documents will be used to collect information on the parent perspectives associated with education in California and to provide communication for SCOE families in their home language.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: Special Education, Court & Community Schools, Seeds of Partnership Budgets \$13,150

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## RECAP

	<u>Expenditure</u>
Computer, Network, and Telecommunication Support	\$87,000
Facilities Development	\$28,630
Internet & Media Services (IMS)	\$67,423
Special Education	\$155,990
<b>TOTAL</b>	<b>\$339,043</b>



**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Agenda Item No.:</b>	<b>VIII.C.1.</b>
<b>Enclosures:</b>	<b>4</b>
<b>Board Meeting Date:</b>	<b>06/08/21</b>

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** California Assessment of Student Performance and Progress Support System (CAASPP)

**Department/Director:** Center for Student Assessment & Program Accountability/Dr. Nancy Herota

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

**Amount Requested:** \$6,765,495

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

**Program Description:**

The purpose of this contract is to support the development, implementation, and ongoing improvement of high quality, valid, reliable, and fair statewide assessment and accountability systems and the full and successful implementation of the CAASPP System in schools and school districts throughout California through training and onsite technical assistance. This contract will ensure that California's assessment and accountability systems meet high technical standards as well as the standards of the federal Every Student Succeeds Act (ESSA) or any future re-authorization of the Elementary and Secondary Education Act, and to provide a mechanism for ongoing improvements to the California statewide assessment system.

This contract will provide a wide array of technical and outreach support services to local educational agencies (LEAs) in California to ensure the full and successful implementation of the California statewide assessment system, which includes the CAASPP System. This contract will provide a mechanism for CDE to ensure the highest technical quality of the statewide assessment system, and the reliability, validity, and fairness of its results to improve teaching and learning. The following tasks are included in this contract:

- Task 1. Coordination and Communication with CDE: Includes development of a comprehensive plan and schedule of events, activities, and regular meetings, to include weekly meetings for SCOE staff, relevant subcontractors as needed, and CDE, to monitor the progress of each task, discuss any issues with the task, and make changes as needed and appropriate.
- Task 2. Support for High-Quality, Valid, and Reliable Statewide Assessment and Accountability Systems: Includes acquisition of technical expertise and advice on the development, implementation, and monitoring of California's new statewide assessment and accountability systems. Activities in this task include the convening of advisory committees with expertise in technical areas related to the validity, reliability, and fairness of large-scale assessment and accountability systems; consultation with technical experts; and conveying advice on addressing issues that may arise during the development and implementation of these systems. In addition,

this task includes the identification and completion of special research studies that will address questions or issues raised by stakeholder groups (i.e., the US Department of Education (ED) or the California Legislature).

- **Task 3. Communication Deliverables and Special Projects:** Includes the development of communication materials specific to the various statewide assessment and accountability systems and the different audiences for whom the materials are meant (i.e., students, teachers, parents, school board members, etc.). Activities include, but are not limited to, the development of print materials, videos, webcasts, and webinars. This task also includes special projects, such as contests.
- **Task 4. Stakeholder Engagement and Outreach:** Includes the development of a comprehensive and targeted communication and outreach plan to improve understanding, interpretation, and use of the statewide assessment system, including the CAASPP, ELPAC, Physical Fitness Test, and others.
- **Task 5. Training to Support Implementation of California's Assessment System:** Includes the development of an annual plan to provide training to educators from schools and LEAs throughout the state to support the implementation of all aspects of the statewide assessment system, including the CAASPP and ELPAC.

#### **New Positions:**

Project Specialist I

#### **Subcontracts:**

- **American Sign Language Interpreters** in the amount of \$25,000 to provide interpretation services for the trainings and the conference and outreach activities described in Tasks 4 and 5.
- **Captioning Services** in the amount of \$17,000 will create transcripts that are required for various projects and activities.
- **Conference Keynote** in the amount of \$40,000 will address the attendees of the trainings and conferences specified in Task 5.
- **Event Registration System** in the amount of \$46,100 to provide online event management services for meetings and training sessions.
- **Red Dog Records** in the amount of \$60,000 to record all videos and produce all Webcasts and provide onsite technology support.
- **SJCOE/CEDR** in the amount of \$50,000 will provide audio-visual services to support training sessions described in Tasks 4 and 5.
- **Translation Services** in the amount of \$180,000 will provide translations of written and web-based deliverables produced under Task 3.
- **Technical Expert Services** in the amount of \$500,000 will support the development of a technically sound, valid, and reliable statewide assessment system via research, review, data analysis, and other expert consultative services.

#### **Evaluation Component:**

SCOE staff will prepare monthly progress reports on all activities in this contract and submit to the CDE per the contract.

#### **Detailed Budget Attached**

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

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

Funds (check boxes that apply)

District/Foundation     Local     State     Federal     New Grant     Continuing Grant

**Grant Title:** California Assessment of Student Performance and Progress Support System (CAASPP)

**Contact Person/Dept. /Phone #:** Rachel Perry/2669

**Fiscal Year:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05	7,671		7,671
Salaries - Classified (FTE): 8.95	853,885		853,885
Temporary Employees	60,000		60,000
Employee Benefits	324,585		324,585
Books and Supplies	14,570		14,570
Travel and Conference	83,500		83,500
Subcontracts Not Subject to Indirect	211,100		211,100
Subcontracts Subject to Indirect	133,000		133,000
Other Services / Operating Expenses	375,000		375,000
Communications (postage/phones)	17,500		17,500
Printing Services	7,300		7,300
Indirect %	167,054		167,054
Other:			0
<b>Totals</b>	<b>\$2,255,165</b>	<b>\$0</b>	<b>\$2,255,165</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.15	CL47	26,671	
Program Manager	1.00	CL38	142,283	
Coordinator	1.00	CL36	130,069	
Project Specialist II	1.00	CL29	109,423	
Project Specialist I	3.00	CL18	255,221	
Multimedia Design Specialist	1.00	45 B	77,952	
Program Analyst	0.80	36 F	66,304	
Staff Secretary	1.00	23C	45,962	
Director I Mathematics	0.05	CT40	7,671	
<b>Totals</b>	<b>9.00</b>		<b>\$861,556</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: RP MS

Date: 5/5/21

**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 Assessment of Student Performance and Progress Support System (CAASPP)

**Contact Person/Dept. /Phone #:** Rachel Perry/2669

**Fiscal Year:** 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05	7,817		7,817
Salaries - Classified (FTE): 8.95	870,251		870,251
Temporary Employees	60,000		60,000
Employee Benefits	330,734		330,734
Books and Supplies	17,883		17,883
Travel and Conference	98,500		98,500
Subcontracts Not Subject to Indirect	160,000		160,000
Subcontracts Subject to Indirect	123,000		123,000
Other Services / Operating Expenses	390,000		390,000
Communications (postage/phones)	17,500		17,500
Printing Services	8,250		8,250
Indirect 8.9 %	171,230		171,230
Other:			0
<b>Totals</b>	<b>\$2,255,165</b>	<b>\$0</b>	<b>\$2,255,165</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.15	CL47	27,179	
Program Manager	1.00	CL38	145,095	
Coordinator	1.00	CL36	132,547	
Project Specialist II	1.00	CL29	111,507	
Project Specialist I	3.00	CL18	260,082	
Multimedia Design Specialist	1.00	45C	79,437	
Program Analyst	0.80	36F	67,566	
Staff Secretary	1.00	23D	46,838	
Director I Mathematics	0.05	CT40	7,817	
<b>Totals</b>	<b>9.00</b>		<b>\$878,068</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff:

*RP* *MS* *NS*

Date: 5/5/21

**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 Assessment of Student Performance and Progress Support System (CAASPP)

**Contact Person/Dept. /Phone #:** Rachel Perry/2669

**Fiscal Year:** 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05	7,964		7,964
Salaries - Classified (FTE): 8.95	886,517		886,517
Temporary Employees	58,500		58,500
Employee Benefits	336,758		336,758
Books and Supplies	13,196		13,196
Travel and Conference	94,000		94,000
Subcontracts Not Subject to Indirect	160,000		160,000
Subcontracts Subject to Indirect	141,000		141,000
Other Services / Operating Expenses	360,000		360,000
Communications (postage/phones)	19,000		19,000
Printing Services	7,000		7,000
Indirect 8.9 %	171,230		171,230
Other:			0
<b>Totals</b>	<b>\$2,255,165</b>	<b>\$0</b>	<b>\$2,255,165</b>

Positions included:	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.15	CL47	27,687	
Program Manager	1.00	CL38	147,807	
Coordinator	1.00	CL36	135,024	
Project Specialist II	1.00	CL29	113,591	
Project Specialist I	3.00	CL18	265,044	
Multimedia Design Specialist	0.80	45D	80,822	
Program Analyst	1.00	36 F	68,829	
Staff Secretary	1.00	45D	47,713	
Director I, Mathematics	0.05	CT40	7,964	
<b>Totals</b>	<b>9.00</b>		<b>\$894,481</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: RP

Date: 5/5/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Agenda Item No.:</b>	<b>VIII.C.2.</b>
<b>Enclosures:</b>	<b>2</b>
<b>Board Meeting Date:</b>	<b>06/08/21</b>

**Grant/Contract Proposal Abstract**

**Title of Grant:** Placer County Re-Entry Program (PREP)  
**Department/Director:** Re-Entry Program/Dr. Matt Perry  
**Funding Source:** Placer County Board of Supervisors – Procurement Office AB 109 and Re-Alignment Funds  
**Amount Requested:** \$800,000  
**Fiscal Year(s):** 2021-2022

**Program Description:**

The Placer County Procurement Office released a Request for Proposal in August 2015 to provide re-entry services as part of their AB 109 implementation plan, including education and case management in their Auburn and Rocklin County Jails, and to provide out-of-custody programming at the Placer County Re-Entry Program (PREP Centers) located in Roseville and Auburn. Juvenile services will take place in Roseville, Auburn, and Kings Beach.

The Sacramento County Office of Education (SCOE) will provide services in the county jails in Auburn and Rocklin and will provide out-of-custody services at the PREP Centers located in Roseville, Auburn, and Kings Beach. Juvenile services will be provided at the Children’s System of Care (Placer County Probation Juvenile Department) in Roseville, Placer Juvenile Detention Facility in Auburn, and the PREP Center in Kings Beach.

**New positions:**

None

**Sub Contracts:**

- Northern California Construction and Training in the amount of \$40,000 to provide vocational training and a pre-apprenticeship program.
- Placer County Office of Education in the amount of \$15,000 to provide academic preparation for high school equivalency examinations.
- Affordable Counseling Education Services in the amount of \$36,000 to provide a 52-Week Batterers treatment program.
- Affordable Counseling Education Services in the amount of \$12,500 to provide a 52-Week Parenting program.
- Granite Wellness Centers in the amount of \$11,700 to provide classes focused on reducing drug use.

- Granite Wellness Centers and Pacific Educational Services in the amount of \$25,000 to provide classes focused on DUI laws and prevention.
- Eaton Interpreting Services in the amount of \$5,000 to provide interpreters for those re-entry clients requiring translation.

**Evaluation Component:**

SCOE will report to the Placer County Board of Supervisors the number of clients served and the cognitive hours completed by program participants. SCOE will also track clients that complete the program and those that separate from the program prior to completion.

Placer County Probation tracks recidivism rates as an internal process, SCOE will not collect that data as part of this contract.

**Detailed Budget Attached**

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

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

Funds (check boxes that apply)

District/Foundation     Local     State     Federal     New Grant     Continuing Grant

**Grant Title:** Placer County Re-Entry Program (PREP)

**Contact Person/Dept. /Phone #:** Chris Aland/Re-Entry Programs/916 228-2037

**Fiscal Year:** 2021 - 2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.10	15,725		15,725
Salaries - Classified (FTE): 5.63	369,390		369,390
Temporary Employees	4,000		4,000
Employee Benefits	146,699		146,699
Books and Supplies	24,414		24,414
Travel and Conference	8,000		8,000
Subcontracts Not Subject to Indirect	62,750		62,750
Subcontracts Subject to Indirect	93,450		93,450
Other Services / Operating Expenses	6,519		6,519
Communications (postage/phones)	5,000		5,000
Printing Services	3,800		3,800
Indirect % 8.90	60,253		60,253
Other:			0
<b>Totals</b>	\$ 800,000	\$ 0	\$ 800,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.10	42M	15,725	
Coordinator	0.50	36M	67,798	
Transition Specialists	4.50	various	271,602	
Office Assisant	0.50	17B	22,179	
Secretary	0.13	23F	7,811	
<b>Totals</b>	5.73		\$385,115	\$0

Revised 07/15

Initials of Grants Financial Staff: *MC*

Date: 5/5/21

*MS*  
*MS*



**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Agenda Item No.:** VIII.C.3.

**Enclosures:** 2

**Board Meeting Date:** 06/08/21

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** Reach for the Upside Initiative

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

**Funding Source:** Genentech

**Amount Requested:** \$200,000

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

**Program Description:**

The Reach for the Upside initiative is funded by Genentech and its purpose is to assist grantees to address an issue in their community. The Sacramento County Office of Education (SCOE) design team is using funding to:

- Create a pipeline to SCOE's School of Education for students of color interested in obtaining a teaching credential by providing:
  - Mentoring services to high school students of color in teacher pathways programs
  - A scholarship of \$5,000 to teacher credential candidates of color as 'Genentech Fellows'
- Develop a certificate program in Human Centered Design principles. This program will take a cohort of educators through the process of understanding these principles and applying them to their current situation to ensure that the learning experience is one where the student is at the center.

**New Positions:**

None

**Subcontracts:**

- Mentor California in the amount of \$75,000 to organize and provide mentoring to high school students in teaching pathways programs and Genentech Fellows in SCOE's School of Education program.

**Evaluation Component:**

To measure the success of our efforts, we will consider: qualitative measures regarding the efficacy of efforts through surveys and focus groups and quantitative measures such as the number of individuals applying to be a Genentech Fellow, credential candidates matriculating through the program, and data about the number of high school students entering a teacher pathway program.

**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:** Reach for the Upside Initiative

**Contact Person/Dept. /Phone #:** Curriculum and Instruction- Civics/ Frank Pisi

**Fiscal Year:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits			0
Books and Supplies	1,000		1,000
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	89		89
Other:			0
<b>Totals</b>	\$ 1,089	\$ 0	\$ 1,089

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
<b>Totals</b>	0.00		\$ 0	\$ 0

Revised 07/15

Initials of Grants Financial Staff: To MS  
Date: 5/5/21 NS

**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:** Reach for the Upside Initiative

**Contact Person/Dept. /Phone #:** Curriculum and Instruction- Civics/ Frank Pisi

**Fiscal Year:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.10	14,967		14,967
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits	4,594		4,594
Books and Supplies	2,180		2,180
Travel and Conference			0
Subcontracts Not Subject to Indirect	50,000		50,000
Subcontracts Subject to Indirect	100,000		100,000
Other Services / Operating Expenses	15,000		15,000
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	12,170		12,170
Other:			0
<b>Totals</b>	\$ 198,911	\$ 0	\$ 198,911

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.10	40M	14,967	
<b>Totals</b>	0.10		\$14,967	\$0

Revised 07/15

Initials of Grants Financial Staff: *TO MS*  
 Date: *5/5/21* *NS*

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Agenda Item No.:</b>	<b>VIII.C.4.</b>
<b>Enclosures:</b>	<b>3</b>
<b>Board Meeting Date:</b>	<b>06/08/21</b>

**Grant/Contract Proposal Abstract**

**Title of Grant/Contract:** Preschool Development Grant – Renewal (PDG-R)  
**Department/Director:** Educational Services/Brent Malicote  
**Funding Source:** California Department of Education/Early Learning and Care Division  
**Amount Requested:** \$183,808  
**Fiscal Year(s):** 2020-2021, 2021-2022, 2022-2023

**Program Description:**

The Preschool Development Grant – Renewal (PDG-R) in collaboration with the statewide Quality Counts California (QCC) Plan, is designed to raise the quality of state infant and toddler programs.

The Sacramento County Office of Education’s Early Learning Department will incorporate this funding within the county QCC system, Raising Quality Together for the activities below:

- Increase the support and capacity for family, friend, and neighbor (FFN) care providers, family childcare (FCC) providers, and home-visiting (HV) providers to provide quality care for underserved populations, particularly infants and toddlers and low-income children and families living in isolated communities and/or experiencing trauma stemming from homelessness, disasters, or other sources.
- Utilize a transition framework to implement effective transitions from early learning and care (ELC) to transitional kindergarten (TK)-12, and address the needs of children and families eligible for but not serviced by existing programs, including infants and toddlers, and/or children experiencing significant trauma (for example: homelessness, foster care, disasters, etc.).
- Serve as the quality improvement (QI) umbrella to holistically set and implement PDG-R recommendations and supports to address QI priorities, such as: supporting children who have experienced trauma, children with disabilities, strengthening family engagement, and strengthening QI for all providers in the early learning and care system.

**New Positions:**

None

**Subcontracts:**

None

**Evaluation Component:**

SCOE will submit a Consortia Annual Performance report via online survey regarding the regional/local processes and strategies to implement QCC and other more evaluation-related topics, and quarterly fiscal and programmatic reports to CDE.

**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:** Preschool Development Grant - Renewal(PDG-R)

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

**Approved Budget Dates:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget	
Salaries - Certificated (FTE): 0.01	1,816		1,816	
Salaries - Classified (FTE): 0.36	28,099		28,099	
Temporary Employees			0	
Employee Benefits	10,785		10,785	
Books and Supplies			0	
Travel and Conference			0	
Subcontracts Not Subject to Indirect			0	
Subcontracts Subject to Indirect			0	
Other Services / Operating Expenses			0	
Communications (postage/phones)			0	
Printing Services			0	
Indirect % 8.90	3,622		3,622	
Other:			0	
<b>Totals</b>	<b>\$44,322</b>	<b>\$0</b>	<b>\$44,322</b>	
<b>Positions included:</b>				
Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.01	M40	1,816	
Project Specialists II (2)	0.02	M29	2,803	
Project Specialists I (3)	0.09	M18	5,721	
Early Childhood Education Specialists (10)	0.22	47/Variou	16,994	
Program Analyst	0.03	36F	2,581	
<b>Totals</b>	<b>0.37</b>		<b>\$29,915</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: HY MS NS

Date: 5/18/21

**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:** Preschool Development Grant - Renewal(PDG-R)

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

**Approved Budget Dates:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.10	14,967		14,967
Salaries - Classified (FTE): 0.56	52,628		52,628
Temporary Employees			0
Employee Benefits	20,744		20,744
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	7,862		7,862
Other:			0
<b>Totals</b>	<b>\$96,201</b>	<b>\$0</b>	<b>\$96,201</b>
<b>Positions included:</b>			
Title	FTE	Range/Step	Grant Authorized Amount
Director I	0.10	M40	14,967
Project Specialists II (2)	0.25	M29	29,089
Project Specialists I (2)	0.16	M18	11,102
Early Childhood Education Specialists (10)	0.10	47/Variou	8,147
Program Analyst	0.05	36F	4,290
<b>Totals</b>	<b>0.66</b>		<b>\$67,595</b>

Revised 07/15

Initials of Grants Financial Staff: HY MS NS

Date: 5/18/21



**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:** Preschool Development Grant - Renewal(PDG-R)

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

**Approved Budget Dates:** 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.01	1,985		1,985
Salaries - Classified (FTE): 0.32	27,175		27,175
Temporary Employees			0
Employee Benefits	10,588		10,588
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	3,537		3,537
Other:			0
<b>Totals</b>	<b>\$43,285</b>	<b>\$0</b>	<b>\$43,285</b>
<b>Positions included:</b>			
Title	FTE	Range/Step	Grant Authorized Amount
Director I	0.01	M40	1,985
Project Specialists II (2)	0.03	M29	3,063
Project Specialists I (3)	0.04	M18	2,796
Early Childhood Education Specialists (10)	0.22	47/Variou	18,582
Program Analyst	0.03	36F	2,734
<b>Totals</b>	<b>0.33</b>		<b>\$29,160</b>

Revised 07/15

Initials of Grants Financial Staff: HY MS

Date: 5/18/21

**SACRAMENTO COUNTY BOARD OF EDUCATION**  
10474 Mather Boulevard, P.O. Box 269003  
Sacramento, CA 95826-9003

<b>Subject:</b> 2021-2024 Local Control and Accountability Plan (LCAP)	<b>Agenda Item No.:</b> VIII.D. <b>Enclosures:</b> 56
<b>Reason:</b> Public Hearing	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry Michael Kast <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

The LCAP is used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil progress and outcomes. For county offices of education, the LCAP must describe goals and specific actions to achieve those goals for all pupils and subgroups of pupils for each of the state priorities and any locally identified priorities.

In accordance with California Education Code:

- (1) The county board of education shall hold a public hearing to solicit recommendations and comments regarding the specific actions and expenditures proposed in the proposed LCAP.
- (2) The county board of education shall adopt a LCAP in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing held pursuant to paragraph (1). This meeting shall be the same meeting as that during which the county board of education adopts a budget pursuant to EC Section 1622.

The 2019-2020 LCAP process was interrupted by the COVID pandemic. This year's LCAP has additional sections that address the unique programming implemented during the pandemic. The 2021-2024 proposed SCOE LCAP includes:

- LCFF Budget Overview for Parents
- Annual Update for the 2019-2020 LCAP Year
- Annual Update for the 2020-2021 Learning Continuity and Attendance Plan
- Analysis of the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan
- The 2021-2024 SCOE LCAP

The proposed 2021-2024 SCOE LCAP is attached.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Sacramento County Board of Education conduct a Public Hearing on the proposed 2021-2024 Local Control and Accountability Plan (LCAP).



**SACRAMENTO COUNTY BOARD OF EDUCATION  
10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, CA 95826-9003**

**\*\*PLEASE POST\*\***

**NOTICE OF PUBLIC HEARING**

Pursuant to Education Code sections 52060, 52062, 52064, 52065, and 52070, notice is hereby published that a Public Hearing on the Sacramento County Office of Education's proposed 2021-2024 Local Control and Accountability Plan (LCAP) will be held.

The Public Hearing is scheduled for **Tuesday, June 8, 2021 at 6:30 p.m.**

In compliance with current California Executive Orders and Orders by the Sacramento County Health Officer directing all individuals to stay at home (with limited exceptions not applicable here) and prohibiting all public and private gatherings of any number of people, and Executive Order N-29-20 allowing local legislative bodies to satisfy transparency requirements by holding meetings via teleconference, the Sacramento Board of Education will conduct this hearing via Zoom video and/or teleconference. Members of the public may access the meeting and provide public comment as follows:

Zoom Video Conference: To view the meeting from a computer, tablet, or smart phone, go to: <https://scoe.zoom.us/j/93916393023>

Telephone Conference: To listen by telephone: Primary Number: 669-900-6833, Secondary Number: 346-248-7799, Enter the Meeting ID: 939 1639 3023

Public Comment: Members of the public may submit public comment through a Google form at <https://bit.ly/scoe-board-6-8-21>. Public comment will be accepted until 6:00 p.m. on Tuesday, June 8, 2021 and will be read during the teleconferenced meeting at appropriate times.

Persons who require reasonable accommodation or modification to observe and/or offer public comment are asked to contact the Superintendent's Office at (916) 228-2410 or [wwatson@scoe.net](mailto:wwatson@scoe.net) at least 48 hours before the meeting.

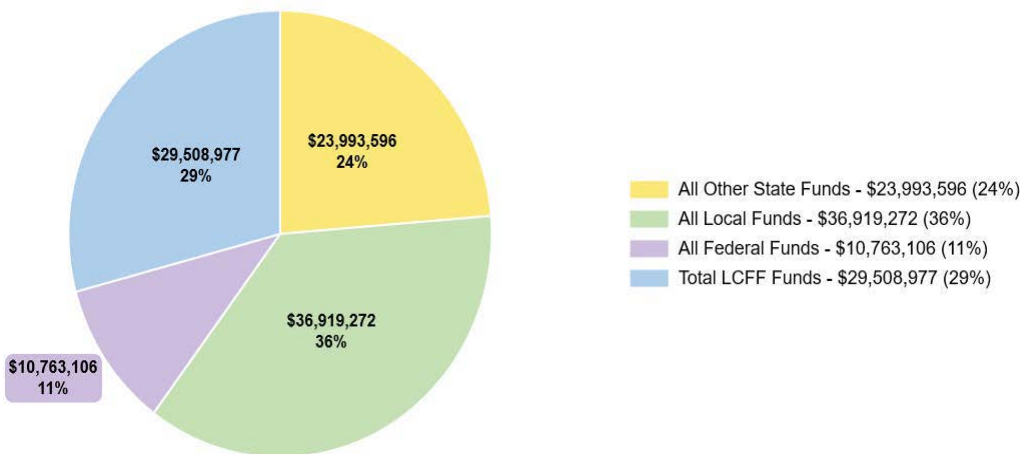
Materials subject to the public hearing are available at the Sacramento County Office of Education website at <https://www.scoe.net/board/schedule>. For more information, please call (916) 228-2410.

# LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

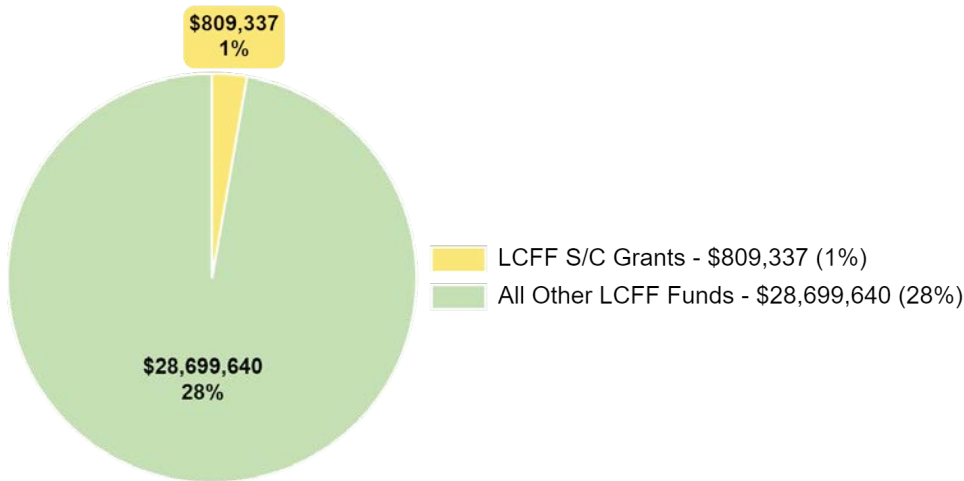
## Budget Overview for the 2021-22 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$23,993,596	24%
All Local Funds	\$36,919,272	36%
All Federal Funds	\$10,763,106	11%
Total LCFF Funds	\$29,508,977	29%

# Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$809,337	1%
All Other LCFF Funds	\$28,699,640	28%

*These charts show the total general purpose revenue Sacramento County Office of Education expects to receive in the coming year from all sources.*

The total revenue projected for Sacramento County Office of Education is \$101,184,951, of which \$29,508,977 is Local Control Funding Formula (LCFF), \$23,993,596 is other state funds, \$36,919,272 is local funds, and \$10,763,106 is federal funds. Of the \$29,508,977 in LCFF Funds, \$809,337 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Sacramento County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.*

Sacramento County Office of Education plans to spend \$97,996,880 for the 2021-22 school year. Of that amount, \$8,946,986 is tied to actions/services in the LCAP and \$89,049,894 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

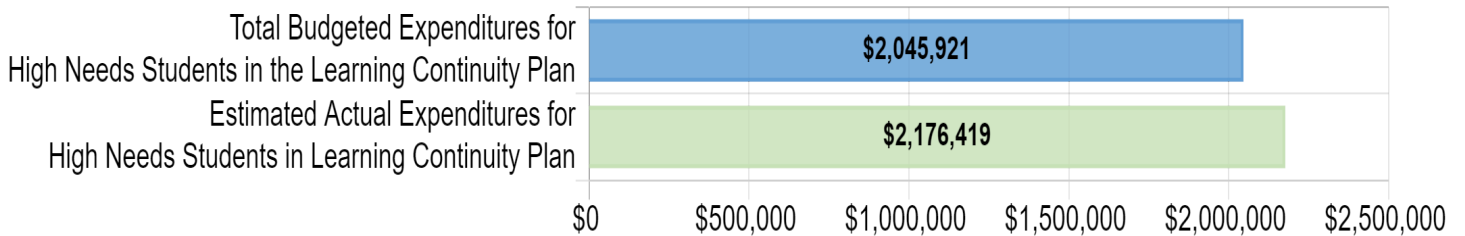
Most of the General Fund Budget Expenditures are not included in the LCAP because funds are awarded to SCOE through grants, fees, or contracts to perform very specific deliverables such as research, evaluation services, teacher induction, teacher and administrator credentialing programs, early learning programs, and a residential outdoor science camp.

## Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sacramento County Office of Education is projecting it will receive \$809,337 based on the enrollment of foster youth, English learner, and low-income students. Sacramento County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento County Office of Education plans to spend \$1,089,491 towards meeting this requirement, as described in the LCAP.

# Update on Increased or Improved Services for High Needs Students in 2020-21

## Prior Year Expenditures: Increased or Improved Services for High Needs Students



*This chart compares what Sacramento County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sacramento County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2020-21, Sacramento County Office of Education's Learning Continuity Plan budgeted \$2,045,921 for planned actions to increase or improve services for high needs students. Sacramento County Office of Education actually spent \$2,176,419 for actions to increase or improve services for high needs students in 2020-21.

# Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento County Office of Education	David W. Gordon Superintendent	dgordon@scoe.net  (916) 228-2410

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

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

### Goal 1

Attend School Regularly

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
School Attendance Rate: 84.0% Foster Youth Attendance Rate: 89.0%	School Attendance Rate: 79.62% Foster Youth Attendance Rate: 86.23% Note: Pre-COVID data

Expected	Actual
Chronically Absent Rate: 28.0% Foster Youth Chronically Absent Rate: 20.0%	Chronically Absent Rate: 39.4% Foster Youth Chronically Absent Rate: 35.63% Note: Pre-COVID data

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Principals, transition specialists and other program staff monitored student attendance through contracts, daily calls home for absences and tardiness and reviewing attendance policies with students, parents/guardians. Principals and transition specialists collaborated with Transcend Translations, an English learner parent liaison, SCOE translating services, and held quarterly School Site Council and District English Learner Advisory Committee meetings. Meetings with English learner parents/guardians helped families understand the importance of daily attendance and resources available to English learner families to help improve their child's daily attendance. Non-profit partners supported students by creating attendance infographic resource sheets, sites offered expanded learning programming through local non-profits and sites held daily drawings, monthly drawings, awards, and quarterly parent/guardian luncheons, ensured students had bus passes, and provided in-person (pre-pandemic) and virtual field trips to positively reinforce daily attendance.</p>	\$410,630 Total Amount	\$403,288 Total Amount
<p>Students to be served: Students with Disabilities at All Schools 1.2 In addition to all activities in Action #1 above, Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, student mentorships, and a checkin/checkout process at all school sites.</p>	\$35,515 Total Amount (Spec Ed)	\$34,472 Total Amount (Spec Ed)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.3 Staff collaborated with nonprofit partners and probation to continue to expand services and provide effective during and after school programming. The services were designed to draw students to school and actively engage all students including probation supervised students. SCOE expanded the number of community based partners to provide comprehensive services for all students. Staff coordinated community based partners to ensure services and interventions were principally directed at improving outcomes for unduplicated students. Examples of contracted nonprofit partners include 916 Ink, Green Tech Education, Earth Mama Healing, Scholastic Journalism, HAWK Institute, Square Root Academy, My Brother's Keeper and Northern California Construction and Training and the Health Education Council. These partners provided academic support; career exploration, workforce readiness, wellness support, mentoring; research and communication skills; and construction trades training.</p>	<p>\$564,297 Total Amount</p>	<p>\$652,274 Total amount</p>

## Goal Analysis

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

SCOE utilized all funds to support students, families, teachers, and staff and partners.

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

Pre-COVID, community partners played a vital role in engaging students and helping them to value education, connect to school, and attend regularly. After March 2020, SCOE staff focused on two strategies: ensuring all students had the social emotional supports necessary during distance and in-person learning, and providing devices and connectivity for all students. Even though overall attendance was below expected, the community schools actually managed to increase daily attendance by 10.4%. All programs maintained a near-zero dropout rate with 99% positive transitions.



# Goal 2

Graduate from High School with Diploma or Equivalency

State and/or Local Priorities addressed by this goal:

State Priorities: 4 5 9 10

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Successful Transition Rate:100% Foster Youth: 100%	Successful Transition Rate: 96.9% Foster Youth: 97.3%
Middle School Dropout Rate: 0%	Middle School Dropout Rate: less than 1%
High School Dropout Rate: 0%	High School Dropout Rate: 2.52%
Local High School Graduation Rate per Unduplicated Student: 7.0%	Local High School Graduation Rate per Unduplicated Student: 18.2% Note: Adjusted Four-Year Cohort Graduation rate for all non-charter schools at SCOE is 27.6% per DataQuest.
Local HiSET Passing Rate removed from LCAP metrics	Not applicable
English Learner Reclassification Rate (RFEP): 3.0%	English Learner Reclassification Rate (RFEP): 0.9%
English learners meeting ELPAC criterion: increase by 1%	Unable to report due to low N from 2018. Baseline was not established. Per the 2019 CA Dashboard, 29.4% of EL students (N=17) made progress toward proficiency.

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Teachers and instructional support staff participated in professional learning sequences based on Universal Design for Learning principles and a multitiered system of support to improve outcomes in ELA and math, and the sciences. These professional learning sequences provided staff strategies to improve the relevancy and accuracy of Individual Student Success Plans for students including all of our unduplicated students. Special Ed funds supported teachers and instructional support staff to implement the Unique Curriculum and ensure inclusive opportunities for our Special Ed students.</p>	<p>\$132,012 Total Amount</p>	<p>\$129,021 Total Amount</p>
<p>2.2 School staff, including administrators, teachers, and intensive case managers, serve in an advisory capacity to support all students, including foster youth, by creating and monitoring a Student Success Plan or Individualized Learning Plan which supports student goal setting and decision-making. The process ensures all students have up to date transcripts, credit recovery options, verification of AB 12, AB 167, and AB 2306, and access to the county services. Practice Model network of services. Additional support and interventions provided to English learners based on the analysis of data that are aligned to the ELD Framework. English learner families have access to interpreting and translation services as needed to support their students at home.</p>	<p>\$876,255 Total Amount</p>	<p>\$1,047,862 Total Amount</p>
<p>2.3 Provide information to students and families about options for graduation (CHSPE, HiSET), and conduct parent and student focus groups to obtain feedback to improve student outcomes.</p>	<p>\$4,250 Total</p>	<p>\$5,225 Total</p>
<p>2.4 Student information system department staff meet each semester to continuously improve the consistency and efficiency of the transcript request process for students.</p>	<p>\$13,574 Total</p>	<p>\$13,607 Total</p>
<p>2.5 Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all CCS students.</p>	<p>\$15,104 Total</p>	<p>\$18,617 Total</p>

## Goal Analysis

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

SCOE utilized all funds to support students, families, teachers, and staff.

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

SCOE staff created innovative processes to continue to provide academic and career/work readiness case management, advisement, graduation options, transcripts and growth assessments for students during the pandemic. When the pandemic hit, it took a while for students and staff to get up to speed, and effectively engage in distance learning.

## Goal 3

Prepare for College and Careers

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 7 8

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Ren Learn Reading: Court Schools: 51.3% Community Schools: 53.6% Ren Learn Math: Court Schools: 51.6% Community Schools: 50.1%	Ren Learn Reading: Court Schools: 56.7% Community Schools: 53.6% Ren Learn Math: Court Schools: 49.1% Community Schools: 71.4%
CAASPP Participation Rates ELA: 62.0% Math: 63.0% CAASPP Achievement Rates ELA: 7.0% Math: 5.0%	Not available for 2019-20. CAASPP not administered.
Early Assessment Program Participation Rate: 49.5% ELA: Ready 4.0%, Conditionally Ready 9.0% Math: Ready 4.0%, Conditionally Ready 4.0%	Not available for 2019-20. CAASPP not administered.
% of teachers are confident in their ability to teach the state standards CCSS ELA 87% CCSS Math 98% ELD 64% NGSS 33%	Not available for 2019-20. Survey was not administered due to COVID-19, but will be offered in 2020-21.

<b>Expected</b>	<b>Actual</b>
UC a-g Course Completion Rate: 31.0%	UC a-g Course Completion Rate: to be advised.
CTE Completion Rate: 21.1%	CTE Completion Rate: to be advised.
Teacher Misassignment Rate: 0% Fully Credentialed: 100%	Teacher Misassignment Rate: 0% Fully Credentialed: 100%
Instructional Materials Survey documenting all subgroups have appropriate instructional materials maintain 100%	100% of subgroups have appropriate instructional materials.
All students have access to CCSS instructional materials and supplies: 100%	100% of students have access to CCSS instructional materials and supplies.
All students have access to a broad course of study (Core academics, ELD, CTE): 100%	All students have access to a broad course of study (Core academics, ELD, CTE): 100%

## **Actions/Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
3.1 Ensure teachers are appropriately credentialed by utilizing the Verification Process for Special Settings and are implementing standards aligned curriculum. Hire appropriately credentialed and experienced support staff including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians to support family and student engagement.	\$9,172,828 Total Amount	\$9,414,355 Total Amount
3.2 CTE Teachers lead site based "Career Readiness Teams" that include principals, academic teachers, counselors, Transition Specialists, and community partners to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry-level employment. Additionally, these teams will ensure all students develop Transition Plans within IEPs, Student Success Plans, and Individualized Learning Plans embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as counseling, anger management, credit recovery, college enrollment and support.	\$719,489 Total Amount	\$574,715 Total Amount

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.3 CCS staff support all students with a graduation plan with supports tailored to their needs. Intensive Case Managers and CCS staff provide options for credit recovery and additional education support to recover missing credits. Intensive Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Intensive Case Managers provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and SCOE staff regarding AB 167, AB 1806, AB 854. Continue pursuing a community-based wellness program for initial and ongoing health, vision, and dental care for all students. Continue implementation of independent living skills and financial literacy program at all CCS school sites. Continue the Life Skills programming for all students that incorporates health, wellness, and transition skills.</p>	<p>\$830,658 Total Amount</p>	<p>\$698,026 Total Amount</p>
<p>3.4 CCS principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours with middle and high school students.</p>	<p>\$90,142 Total Amount</p>	<p>\$89,230 Total Amount</p>

## Goal Analysis

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

SCOE utilized all funds to support students, families, teachers, and staff when considering all of the actions in this goal.

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

Faculty provided an online structure for: checking in with students daily, Monday program-wide advisories, and Wellness Wednesdays across socially distant outdoor check-ins at students' residences to ensure all students received the social and academic supports that they needed. In the 2019-20 year, the community-based wellness program was in the planning phase and in early implementation.

# Goal 4

Involve Parents and Guardians

State and/or Local Priorities addressed by this goal:

State Priorities: 3 6

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Parents/guardians attend a school event once per semester: 55.0% Site councils meet: 4 times per year	Due to the COVID-19 pandemic, this metric is incomplete. The Thanksgiving and winter celebrations are estimated at 40% parent attendance. Site councils met fewer than 4 times per year.
Offer high-quality parental engagement and support programs for all students especially unduplicated students and students with exceptional needs: 100%	SCOE offered high-quality parental engagement and support programs for all students, especially unduplicated students and students with exceptional needs: 100%
Increase sense of school safety, school connectedness and positive school climate by gathering input at school engagement events four times per year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through additional outreach efforts: 100%	Due to the COVID-19 pandemic, only three school engagement events were offered, but other daily interactions with parents/guardians were implemented: 100%

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Ensure parent/guardian/caregiver participation in the enrollment process at community schools and Special Ed programs, the development of Student Success Plans or Individual Learning Plans, student led conferences, and the IEP process. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.	\$4,900 Total Amount	\$3,056 Total Amount
4.2 Provide outreach to parents/guardians of students with disabilities to increase participation in school activities and events.	\$2,000 Total Amount	\$500 Total Amount
4.3 Transition specialists and the English Learner Liaison ensure that parents/guardians of low income students, foster youth, English learners, and Special Education students receive appropriate information related to resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options.	\$26,825 Total Amount	\$21,967 Total Amount

## Goal Analysis

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

SCOE utilized all funds to support students and their families, except for the usual expenditures to support in-person events.

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

SCOE staff developed remote methods of coordinating engagement with families after the pandemic began, as digital tools were provided to facilitate effective communication. All families were provided with connectivity and devices. Families were provided computers during drive-through events; the Probation department was provided with iPads to communicate with families from inside the Juvenile Hall. Three-way communication using technology and wireless upgrades was facilitated between faculty, probation staff and students.

# Goal 5

School Climate and Safety

State and/or Local Priorities addressed by this goal:

State Priorities: 1 6

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
CCSS and Special Ed site facilities inspections with overall "Good" rating: 100%	85.7% of Facilities inspections of CCSS and Special Ed sites attain an overall "Good" rating.
Suspension Rate: 5%	Suspension Rate: 7.2%

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to enhance campus and personal safety of all students by analyzing and revising school safety plans annually, reviewing student success plans for expelled students and foster youth quarterly. School psychologists and staff will implement mental health support strategies to ensure students' social emotional needs are met. Staff will continue to participate in professional learning sequences in Positive Behavioral Intervention and Supports. Continue to improve communication with students and families regarding a positive culture and learning environment. Provide translation information regarding bullying, school safety, and Williams compliant procedures. Principals monitor suspension rates of subgroups quarterly to identify and address any potential disproportionality. In addition, SCOE will maintain clean and safe campuses through custodial services. All principals participate in our Improving Educational Equity series with Dora Dome.	\$655,576 Total Amount	\$558,114 Total Amount
5.2 To reduce suspensions, each campus will complete a quarterly review of suspension data and adjust programming and support as necessary. Develop reports to ensure accurate review of data.	\$11,802 Total Amount	\$12,069 Total Amount



## Goal Analysis

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

SCOE utilized all funds to support students and their families, except, due to the pandemic and distance learning, SCOE did not have to utilize the San Juan Safe Schools Office which provides support for positive climate and safety.

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

SCOE staff continued to support students using a trauma-informed approach. Quarterly monitoring of suspension before the pandemic was implemented, allowing teachers to understand disproportionate outcomes. When the COVID-19 pandemic required school closures, extensive technology, social and emotional learning support, and academic resources were provided to students to minimize interruption to SCOE students' engagement.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE has purchased COVID-19 related safety equipment and cleaning supplies for all school sites.	\$79,256	\$114,423	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE has provided extensive professional learning for CCS and Special Education certificated and classified staff in the areas of COVID-19 safety protocols, lesson planning, and instructional planning for appropriate in-person, socially distant instruction, and campus operation protocols.	\$76,940	\$76,940	Y
SCOE has retained all certificated faculty and classified staff to support in-person instruction (when approved by the county health officer) and high-quality distance learning instruction.	\$892,259	\$1,158,038	Y

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

All actions were implemented as planned, with a slight increase of estimated actual over budgeted.

## Analysis of In-Person Instructional Offerings

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

SCOE staff followed the guidance of the Sacramento County Public Health in bringing students back to SCOE campuses as soon as authorized. Students returned to SCOE programs on district campuses on a rolling schedule based on the in-person instruction guidelines that applied to each district as soon as authorized. The Juvenile Hall staff switched to distance learning during peak infection periods, but returned to in-person as soon as authorized.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE purchased touch screen laptop computers for CCS faculty, to enhance each teacher's ability to provide Distance Learning lessons utilizing Zoom Whiteboard. SCOE purchased Edgenuity for all students in the CCS and Palmiter schools and has provided and will continue to provide professional learning for the learning management platform.	\$174,677	\$160,889	Y
SCOE purchased Chromebooks and connectivity devices for all students that lacked appropriate computing devices or connectivity. Limited staff are utilizing personal phones to support Distance Learning and receive a \$50/month stipend.	\$148,388	\$47,260	Y
SCOE has provided and will continue to provide extensive professional development to support Distance Learning. SCOE has allocated 0.5 FTE to a new Director of Distance Learning.	\$41,600	\$41,600	Y

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

Due to extensive donations of devices and hotspots for connectivity, the estimated actual expenditures were less than budgeted.

## Analysis of the Distance Learning Program

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

SCOE students began the year in distance learning. It was necessary to properly train teachers, staff, students and families in the essential tools for distance learning. Professional learning was provided to staff to ensure effective distance instruction and learning.

Staff adjusted and modified schedules to meet the needs of all SCOE students and families. SCOE provided multiple devices to families with multiple SCOE students enrolled and staggered student schedules to accommodate family needs.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE engages in home visits to reengage students who are not engaged in Distance Learning through partnerships and contracts with non-profit agencies and the San Juan Safe Schools office. Collaborative teams engage families with social distance protocols “across the porch or yard” to develop solutions that support student engagement.	\$95,797	\$40,265	Y
SCOE is adding limited term assignment teachers to mitigate learning loss in the Special Education, Senior Extension, Community School and Court School programs. SCOE provided summer school sessions to mitigate learning loss during June and July of 2020. SCOE will provide summer school during June of 2021.	\$460,064	\$460,064	Y
SCOE teachers have engaged in extensive professional learning to design custom lessons within Edgenuity and Google Classroom to support students that are below grade level.	\$76,940	\$76,940	Y

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

SCOE did not implement the number of home check-ins and "across the porch" support anticipated because COVID-19 protocols and high infection rates prohibited our normal in-person visitation. We learned that more families preferred to communicate virtually.

## Analysis of Pupil Learning Loss

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

SCOE students were successful in continuing their educational engagement in our distance learning platform, however we did measure a decrease in high school credit completion. Students who experienced challenges with distance learning received extra individual support from their teacher. The use of newly-adopted online programs allowed us to customize programs for students based on their ability, academic needs, and goals.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

Students' social and emotional well being is the most important focus at SCOE. Each school's transition specialist checked in with every student daily, and called each student that was not present on line. SCOE also implemented a program-wide mental health check in every Tuesday. Prompts were provided for students to respond to. Wellness Wednesday activities included weekly workshop topics for students. Every Thursday the Psychologist would check in with young people who requested support or who were identified as potentially needing support by teachers or other staff. During this period, students from different campuses were openly engaging with each other in a comfortable online format. SCOE's non-profit partners provided engaging activities for students outside of the school day during the week and on weekends. SCOE reopened schools as soon as possible for one-to-one student to teacher appointments. Transition specialists encouraged students to return to school, and attendance consistently increased over the weeks.

## **Analysis of Pupil and Family Engagement and Outreach**

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

SCOE transition specialists (mentioned above) were the first tier of outreach to contact students every day. When students or families do not engage in a normally scheduled class or Zoom meeting, they received a phone call or other check-in. Tier 3 intervention was conducted virtually to meet family preference and comply with health and safety protocols.

## **Analysis of School Nutrition**

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

SCOE provided students and families with a county-wide map of food distribution sites so that they did not need to travel to community school sites - they could receive meal support at a site closest to their home. As school reopened, SCOE provided nutrition from its school sites.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Not applicable	N/A	0	0	N

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

None

## Overall Analysis

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

The COVID-19 pandemic provided an opportunity for SCOE leadership to reflect on the impact of the pandemic on our student population. Staff have dedicated time evaluating quantitative and qualitative data to determine the most pressing needs to address with our students.

In developing the goals and actions in the 2021-24 LCAP, SCOE has collapsed the previous five goals into two. SCOE's school teams strive to provide effective re-engagement with every student as they are welcomed back to school. Every student must have a Student Success Plan that includes measures for graduation readiness. To implement this vision, SCOE's LCAP goals focus on two high-priority initiatives: Successful Transitions for Students and Successful Parent and Community Partnerships.

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

As a County Office of Education serving expelled and incarcerated students, with a large population of foster and homeless youth, SCOE supports each student's individual SEL needs first, and develops a student success plan to address any previous gaps in learning. In the 2021-24 LCAP, SCOE will address learning loss due to the pandemic first by establishing caring relationships with students and embedding social emotional learning competencies throughout all segments of the instructional day. Following that step, staff work with students to develop and implement individual Student Success Plans for graduation, career awareness and post-secondary success. SCOE students will enroll in post-secondary classes, participate

in employment, work-based learning and robust Career Technical Education pathways. Mentors and other community partners will support engagement both in and outside of the school day. SCOE will implement frequent progress monitoring to ensure that all students meet their goals.

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

None

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

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

During the first three quarters of the 2019-2020 school year SCOE took steps to increase support for students engaging in Ren Learn baseline and growth assessments in English and Math. We have increased the number of transition specialists trained to provide support and facilitation of the Ren Learn tests within the Community School Base, Senior Extension and El Centro programs.

As we transition to the 2021-2022 school year, we are building in additional supports and monitoring of students engaged in virtual classes. SCOE students earned fewer credits while engaged in distance learning and will receive enhanced support to complete assignments.

Our students need resources and support for their social emotional learning (SEL) as we return to in-person instruction. We have added additional (2) mental health clinicians and behavior management technician (1) support.

Our families need increased engagement from school staff and our partnering community supports. We will provide additional support from a Vice Principal of Family and Student Engagement (1).

In order to increase students' SEL outcomes, academic proficiency and progress, we need to expand students' amount of time engaged in learning. We are engaged in an ambitious plan to expand learning after the school day, on weekends and non-school days through non-profit partnership contracts.

# Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento County Office of Education	David W. Gordon Superintendent	dgordon@scoe.net  (916) 228-2410

## Plan Summary 2021-24

### General Information

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

The Sacramento County Office of Education (SCOE) directly operates school sites and programs that provide full-time and part-time instruction for specific student populations in specialized programs that are more effective and less costly to operate on a regional basis. SCOE enrolled 1,022 students in these programs in 2019-20, comprising 70.3% low income, 39.7% students with disabilities, 12.6% English learners, 9.1% homeless and 5.0% foster youth.

SCOE Court and Community Schools (CCS) provide services to students who need more than a traditional middle or high school program can offer. SCOE is directly responsible for serving expelled and incarcerated youth in our CCS programs. SCOE also provides a high quality education to students and families seeking a smaller school environment through a referral process. Nearly 100% of students in CCS programs are living in households experiencing low income.

SCOE operates highly specialized Special Education programs to serve students with severe disabilities in Special Day classes located in school district and community sites. SCOE also coordinates services for foster youth in Sacramento County through the grant-funded Foster Youth Services Coordinating Program (FYSCP).

SCOE CCS Programs:

The SCOE CCS programs serve expelled and incarcerated youth who who need support not commonly found within traditional middle or high schools. SCOE is directly responsible for serving these students. SCOE also provides a high quality alternative education to students and families seeking a smaller school environment through a district or probation referral.



# Reflections: Successes

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

Transition rates continue to remain high, which means that students are successfully transitioning from our programs back to a district, or exiting our programs with a diploma. This metric consists of multiple indicators to ensure services for all students are effectively coordinated with our partner agencies. Metric indicators include validation of timely transfers, HiSET passing rates, and the percentage of students earning a high school diploma. In 2019-20, SCOE's overall Successful Transition Rate was 96.9%, even with the interruption of COVID-19. We are very proud of the Successful Transition Rate for Foster Youth, which was 97.3%.

Other bright spots in the 2019-20 year include an increase in the graduation rate for all SCOE students. In 2019, the graduation rate published in the California School Dashboard was 66.4%, an increase of 29% over 2018. In 2020, the graduation rate crept up to 68.8% in spite of the disruption caused by the COVID-19 pandemic.

SCOE broke ground in July 2020 on a new community school campus at the corner of Gerber and Power Inn Roads, expected to open in August 2021. This state of the art campus is named after Nathaniel S. Colley, Sr., the late civil rights attorney, and will serve secondary and young adult students, replacing the Gerber Jr. / Sr. High School site.

SCOE continues to support students in determining a post-secondary path. El Centro offers three CTE programs: Northern California Construction Training (NCCT) pre-apprenticeship program, a Culinary Arts pre-apprenticeship, and Office Occupations. Three transition specialists provide students with services and information regarding post-incarceration plans (as appropriate), including continuing academic education post-release, CTE options, and to support transitioning back into their community.

System-wide, SCOE continues an emphasis on trauma training and trauma-informed teaching practices, student engagement, tracking behavioral data consistently, adjusting programming based on site and individual student needs, and utilizing a multi-tiered intervention system. SCOE also provided a series of trainings for staff with strategies to develop alternatives to out-of-school suspensions.

# Reflections: Identified Need

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

SCOE is eligible for differentiated assistance in 2020-21 based on performance measures in the 2019 California School Dashboard. The following student groups met eligibility criteria in English language arts and math: Hispanic students, White students, and low income students. The following student groups met eligibility criteria in graduation rate: Hispanic students, and students with disabilities. The following student groups met eligibility criteria on the College/Career Indicator: African American students, Hispanic students, low income students, foster youth, homeless, and students with disabilities. The following student groups met eligibility criteria in chronic absenteeism: Hispanic students, low income students, foster youth, and students with disabilities. The following student groups met eligibility criteria in suspensions: White students, low income students, and students with disabilities.

SCOE's overall performance on the following State Indicators as measured in the California School Dashboard were in the "red" performance category: English language arts, Mathematics, College/Career, Graduation Rate, and Chronic Absenteeism. SCOE's overall performance on Suspension Rate was in the "orange" category.

The following strategies will be implemented to address high-need student performance:

- Expand mental health services in the community school programs to address urgent needs including bullying, trauma, suicide prevention, and LGBTQ student services
- Increase student voice and civic engagement for students from all campuses
- Continue to implement reading and math interventions
- Establish internal systems to reclassify EL students as proficient in English including a process for EL students with disabilities
- Increase family engagement opportunities, especially for students in the Youth Detention Facility
- Continue to improve curriculum implementation and alignment, focusing on data-driven instruction and inclusive practices
- Attendance: ongoing monitoring and improvement in programming

The following are steps to address the needs of all SCOE students:

- Ensure that every student has a Student Success Plan for successful transition to post-secondary and career.
- Continue to offer three week English Language Arts college readiness boot camps through a memorandum of understanding with Folsom Lake College
- Implement two week math college boot camps through a memorandum of understanding with Folsom Lake College
- Continue to provide evidence based, biweekly professional learning sequences focusing on improving outcomes in reading and math
- Improve utilization of data to inform instruction
- Expand partnerships with nonprofit partners focusing on literacy, reading and writing, and math applications
- Maintain ongoing dialogue with students regarding their Ren Learn reading and math scores and the importance of achievement in this area for long term success

# LCAP Highlights

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

SCOE's school teams strive to provide effective and authentic re-engagement with every student as they are welcomed back to school. Every student has a Student Success Plan that includes measures and activities for graduation readiness and post-secondary success.

The highlights for the 2021-22 year include the addition of mental health service providers: one to serve Palmiter and Hickey sites and Senior Extension; and one to serve North Area, Nathaniel S. Colley, Sr., and the CARE program. Another highlight is the establishment of a 21st Century Learning Center - formerly the library in El Centro. This space will provide virtual career experiences, with a maker space concept to offer hands-on, high quality, high interest activities. The addition of an administrator for Family Engagement to foster trusting relationships is a highly-anticipated improvement.

## Comprehensive Support and Improvement

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

### Schools Identified

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

North Area Community School  
Elinor Lincoln Hickey Jr. / Sr. High School  
Nathaniel S. Colley, Sr. High School

### Support for Identified Schools

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

SCOE's CSI Plan was developed using Improvement Science strategies, including Root Cause Analysis to examine various data sets of student academic, social and post-secondary college and career readiness indicators. The data sets include pre and post academic assessments in English and mathematics and college and career readiness indicators included in individualized student success plans embedded in the student information system database. Social emotional indicators are included as well, from attendance, discipline and wellness surveys conducted by licensed mental health clinicians.

SCOE is receiving CSI funds to improve the Graduation Rate at identified schools. Research-based interventions are designed to help students reduce credit deficiencies and increase engagement. The percentage of SCOE students that graduate increases as the students' engagement increases and they continue to earn academic credit.

SCOE involves students, parents, community-based organizations, employers, partnering government organizations and post-secondary partners with in-person and online surveys. Faculty, staff, management, leadership and board comment on the draft plan and survey data. Administrators and SCOE leadership engage with site councils, parent advisories, collective bargaining units and students through in-person discussions, Zoom calls and online surveys. The input is evaluated and compared against student and site level data. That analysis determines what areas to focus on with non-profit and mental health partners. SCOE has implemented a live dashboard so decisions can be made in real time.

SCOE utilizes evidence-based interventions as described by CDE on the Evidence-Based School and Classroom Practices webpage. In addition, staff is able to study the impact of interventions utilizing the independent SCOE research department, the Center for Student Assessment and Program Accountability (C-SAPA).

Resource inequities within the system are based upon internal allocations (due to the small size of each of our schools) and external allocations (80% of our students are low-income). Both of these resource allocation issues reduce our students' ability to access after school programs that increase academic outcomes and post-secondary readiness. Additionally, students have reduced access to wellness and mental health supports due to lack of transportation to and from provider locations. In short, SCOE chooses to invest funding to increase engagement both during the school day and after the school day by contracting with non-profits and licensed mental health clinicians.

Each year administrators examine data to determine the effectiveness of these programs. They use an SIS-linked database to monitor partner engagement with students and increased academic and social outcomes and graduation rates.

## **Monitoring and Evaluating Effectiveness**

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

On an annual basis SCOE conducts a cohort study of each student in the CSI identified schools. This study is designed and evaluated by C-SAPA and includes available state reported data, locally reported academic and social-emotional data for the local accountability system and transition data for exiting students. Additionally, feedback data from stakeholder surveys is included. SCOE uses the cohort study to examine its continuous improvement process for future decisions.

# Stakeholder Engagement

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

SCOE utilizes a variety of engagement strategies to gather input for the LCAP from students, parents and guardians, faculty and staff, community partners, the SCOE Board of Trustees and management.

Students at each site responded to online surveys and provided input through their school leadership programs. Due to the unique nature of El Centro Jr./Sr.High School within the Youth Detention Facility, SCOE collaborates with Probation to secure input from students, families, faculty and probation staff via online surveys. SCOE staff also administered paper surveys that were distributed by Probation staff. In 2020, SCOE conducted student focus groups in July, September, and December that were designed to learn about their experiences in diversity, equity and inclusion. These sessions provided insight into the supports that students value, as well as the challenges they experience.

Parents and guardians were engaged over the phone by the EL Parent Liaison and other staff, and were also asked to respond through in-person check ins and online survey processes. SCOE staff met with parents and guardians virtually using iPads. The technology / device delivery provided another opportunity to solicit feedback from parents and guardians on SCOE programs and services. SCOE staff also participated in "across the porch" check-ins which yielded information about student and family needs.

Direct dialogue with our employee associations regarding the LCAP is ongoing throughout the year; administrators respond to all input provided by certificated and classified membership.

Relevant dates:

Student focus groups: July 23, 2020; September 24, 2020; December 11, 2020

Consultation with SCOETA and CSEA bargaining units: May 14, 2021

Consultation with the SELPA Director: May 7, 2021

The LCAP Draft was presented to the Parent Advisory Committee on: Ongoing and June 3, 2021

The LCAP Draft was presented to the English Learner Parent Advisory Committee on: Ongoing and June 3, 2021

The community was invited to comment on the LCAP draft on or before:

Public Hearing: June 8, 2021

LCAP Adoption: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

The SCOE LCAP was built using input from multiple stakeholder groups over the 2019-20 year, when the LCAP was on pause, and during the 2020-21 year. The COVID-19 pandemic created an opportunity for leaders to initiate alternate methods of engagement with stakeholders in the community, and to deeply engage in qualitative understanding of the student experience.

Input gathered from stakeholders was synthesized into these major areas of need:

- Ensure welcoming environments for students and families with support for their social-emotional wellbeing.
- Provide weekly preventative support from mental health clinicians and intensive (tier 3) interventions on request.
- Provide Career and post-secondary exploration.
- Provide work readiness and work-based learning.
- Provide post-secondary enrollment while students are enrolled in high school.

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

The aspects of the LCAP that were influenced by stakeholder input include:

Provide:

- Increased mental health clinician support
- Increased support for students struggling with transition to in-person learning and student engagement and connection
- Vice principal of student and family engagement to serve Court and Community Schools due to program expansion
- 21st Century Learning Center within the Juvenile Hall to increase literacy and career readiness
- Expanded services for students formerly served by the Division of Juvenile Justice
- Improved technology (devices and connectivity) at all sites for in-person and virtual learning opportunities

## Goals and Actions

### Goals

Goal #	Description
Goal 1	Student Success Goal: Guarantee that all students will successfully transition from our programs to post-secondary, career, and community engagement as demonstrated by a Successful Transition Rate of 100% each year.

An explanation of why the LEA has developed this goal.

SCOE serves the most high-needs students in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas in need of improvement.

The focus of all SCOE secondary programs is to provide a clear pathway for students to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will have a Student Success Plan that is developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student’s progress is clear. Students are offered engaging experiences that expose them to post-secondary opportunities. SCOE’s robust Career Technical Education pathways are offered through partnerships with experts in each respective field. Students may also choose employer engagement activities for a “real world” experience, or community college classes to accrue credits and receive exposure to college-level coursework. Every student will experience a successful transition after leaving a SCOE school/program. Students will be prepared for success in post-secondary and to secure employment.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teachers with Full Credential	95.7% of teachers are fully credentialed  (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
Misassignments (Teachers teaching outside their subject area and Vacant Teacher Positions)	Misassignments 0; Misassignments of Teachers of English learners 0; Vacancies 0 (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 for all
Student Access to Standards-Aligned Instructional Materials	100% of students have access - (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Percent of Schools Receiving Good or Exemplary Rating on the Facilities Inspection Tool	85.7% (Source: (SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%



Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
Implementation of California State Academic Standards	100% of instructional materials are the most recent adoption, and faculty has received training on how to use them (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Percent of students completing a CTE course (earning 5 credits with a grade of C or better enrolled for 90 days)	0 (this is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Percent of eligible students passing at least one a-g course with a "C" or better (enrolled for 180 days).	4.9% (Source: California School Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20% 2021-22 25% 2022-23 30% 2023-24
Percent of students meeting/exceeding standards on statewide assessments in ELA	10.20% (Source: 2019 CAASPP)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year

Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
Percent of students meeting/exceeding standards on statewide assessments in Math	2.00% (Source: 2019 CAASPP)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
Percent of qualified students who met expected grade level growth in ELA	55.1% (Source: Ren Learn 2019-20 Midyear Report)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
Percent of students who met expected grade level growth in Math	57.1% (Source: Ren Learn 2019-20 Midyear Report)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
Reclassification Rate	0.90 % (Source: DataQuest 2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	5% Reclassification for designated EL students
% of English learners who progress at least one level on the ELPAC as compared to the previous year	0 (This is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	10% of eligible students will increase at least one level each year

Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
% of Students Meeting Target Credit Completion Rate	35% (Source: local SIS midyear 2020-21)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
Student Success Plan: Completion of a Career Assessment	(278 students - calculating percentage) 11th and 12th grade students enrolled for 30 or more days (Source: Local SIS midyear 2020-21)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implementation of the Student Success Plan	School staff, including administrators, teachers and foster youth case managers support all students in developing the Student Success Plan or Individualized Learning Plan. Staff monitor student progress and update as needed to ensure students stay on track. Additional support and interventions are provided to English learners based on the analysis of data aligned to the ELD Framework.	\$3,182,846.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Career and Post-secondary Exploration	Career Technical Education teachers ensure all students complete a career education sequence and develop academic, technical, and work readiness skills for success in entry-level employment. Provide expanded access to courses within the fifteen standard industry sectors by partnering with eDynamic Learning. Ensure all students enrolled for 45 days complete a post-secondary and employment tour (court school students will do so virtually).	\$377,858.00	No
Action #3	Early College Programming	Offer every student college readiness courses in English and Math by renewing the memorandum of understanding with Folsom Lake College.	\$75,000.00	No
Action #4	21st Century Learning Center	Establish and staff a 21st Century Learning Center to support acquisition of research, post-secondary exploration, career engagement and local business professional relationships along with student voice and literacy skills for students in the Youth Detention Facility.	\$82,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Professional Development (Academic)	<p>Teachers and instructional support staff participate in professional learning sequences based on Universal Design for Learning principles and a Multi-Tiered System of Support. Biweekly evidence-based professional learning sequences will focus on English language arts and mathematics outcomes.</p> <p>Special Education funds support professional learning to implement the Unique curriculum and ensure inclusive opportunities for students with disabilities.</p> <p>English Language Development professional learning will be delivered through a contract with SCOE's EL Specialist, to ensure that every school has a professional learning plan.</p>	\$92,192.00	Yes
Action #6	Virtual Learning	Contracted support from SCOE's Director of Distance Learning (.5 FTE), maintain licenses for Edgenuity, eDynamic Learning, Renaissance Learning, and other virtual curricula.	\$49,297.00	No
Action #7	Technology Refresh Plan	Make improvements in classroom technology to support virtual learning; professional development for staff on effective use of tools to support student understanding. Examples include: all staff have a high quality, touch screen laptop; all students have home connectivity and devices and a computer to check out daily at school; all faculty have access to a Promethean screen for daily instruction; all schools have a remote learning space for students to engage with remote instructors and classes.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #8	Summer School	Eight weeks of seven hours of summer learning opportunities are provided, accessible to all students.	\$75,000.00	No
Action #9	Credit Completion	Court and Community School staff provide support and options for credit recovery and additional education support to recover missing credits. Intervention support provided by paraprofessionals to students struggling in reading and math.	\$211,961.00	No
Action #10	Data to Inform Instruction	<p>Contract with the Center for Student Assessment and Program Accountability (C-SAPA) for monitoring progress through the locally-adopted Accountability System for Court and Community Schools, conducting the cohort study, designing surveys and program evaluation as applicable.</p> <p>Utilize Forecast5 5Lab data visualization to analyze accomplishments and student outcome data that needs support and additional staff time and resources.</p> <p>Student Information System department staff meet each quarter with program staff to monitor and improve processes.</p>	\$1,517.00	No
Action #11	Community Partnerships	Non-profit community partners provide engaging activities for students to bolster academic skills in literacy, reading/writing, science, career engagement, leadership, financial literacy and entrepreneurship, math applications, and visual and performing arts through SacHealthyHeART.	\$622,469.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #12	Support Staff	Hire appropriately experienced and licensed (as necessary) support staff, including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians.	\$2,406,930.00	No

# Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 2	Partnership Goal: Through a safe and supportive school climate, partner with families and education-focused community-based organizations to guarantee successful transitions for our students to prepare them for post-secondary, career, and success in life.

An explanation of why the LEA has developed this goal.

SCOE students have experienced many challenges along their educational journey. Many students enrolled in the Court and Community Schools are expelled, or are former or current court school youth. Our focus groups showed the importance of engagement and exposure to post-secondary activities. To address this need, disengaged students will be welcomed back on campus. Staff show care and establish relationship connections, with a focus on engaging activities. Social emotional learning is embedded throughout all programs, through clinicians and counselors skilled in relationship-building and SEL interventions, enhanced professional development provided for staff, and student curriculum that supports deeper knowledge and proficiency in the five SEL competencies. Mentors, partner agencies, and content experts from the community are an additional supplement to the educational experience.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Attendance rate	All students: 79.6% (Source: Local SIS Midyear 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 2% per year
Chronic Absenteeism Rate	All students: 39.4% (Source: Local SIS 2019-20 midyear)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease by 2% per year



Metric #	Baseline	Year 1 Outcome	Outcome	Outcome	Desired Outcome for 2023-24
Graduation rate	California School 68.8% (Source: Dashboard DASS Rate 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year
High School Dropout rate	2.5% (Source: Local SIS 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease by 0.5% per year
Middle school dropout rate	<1% (Source: Local SIS 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Attempt to reach 0% and maintain at <1%
Successful Transition Rate	All students: 96.9%; Foster youth: 97.3% (Source: Local SIS 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All students: 100%; Foster youth 100%
Suspension rate	7.2% (Source: CDE DataQuest 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease by 1.5% per year
Expulsion rate	0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0%

Metric #	Baseline	Year 1 Outcome	Outcome	Outcome	Desired Outcome for 2023-24
Student Perception of Safety	78% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year
Student Perception of Connectedness	76% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year
Staff perception of safety	94% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 2% per year
Staff perception of connectedness	90% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 2% per year
Parent perception of safety	71% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year

Metric #	Baseline	Year 1 Outcome	Outcome	Outcome	Desired Outcome for 2023-24
Parent perception of connectedness	65% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10% per year
Parent participation in, and satisfaction with, programs	70% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10% per year
Parent participation in decision-making	0 (this is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Expand participation in Site Councils and English Learner Advisory Committees by 10% per year.
Student access to, and enrollment in, a broad course of study	100% of students enroll in a broad course of study, with 100% of all 45 day high school students enrolling in a CTE and UC a-g course	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students enroll in a broad course of study, with 100% of all 45 day high school students enrolling in a CTE and UC a-g course

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Mental Health Services	Mental health clinicians address urgent student needs including bullying, trauma, suicide prevention, and LGBTQ student services. School psychologists and staff will implement mental health support strategies to ensure students' social-emotional needs are met.	\$61,240.00	No
Action #2	Attendance Intervention	Principals, transition specialists and other staff monitor student attendance with daily check-in calls and across the porch or home visits (when approved by Sacramento County Public Health) to address barriers to attendance. Students are offered incentives, and monthly awards to increase attendance.	\$203,757.00	Yes
Action #3	School Safety	Principals will analyze and revise emergency plans and school safety plans annually, and review rehabilitation plans for expelled students and foster youth quarterly. Monitor suspension rates by student group quarterly to identify and address potential disproportionalities, with attention to students with disabilities and homeless youth whose suspension rates are higher than all students.	\$158,820.00	Yes
Action #4	Home-School Partnership	A dedicated Vice Principal for Family and Student Engagement will build relationships and increase two-way communication. Transition specialists and the EL Parent Liaison will communicate with families, providing information on the importance of attendance and sharing community resources on parenting skills, substance abuse, post secondary and career options. Translation services provided by Transcend Translations.	\$169,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Expanded Learning	Contract with non profit partnerships that enhance high-need student engagement through activities in out-of-school time, including weekends. Partner agencies include: Earth Mama Healing, Hawk Institute, 916 Ink, Green Tech Education, Square Root Academy, and Northern California Construction Training.	\$113,879.00	Yes
Action #6	Professional Development (Culture-Climate)	Professional development will be provided on diversity, equity and inclusion; trauma-informed practices; family and community engagement, social-emotional learning, and positive behavior intervention supports.	\$158,820.00	Yes
Action #7	Foster Youth Services	Instructional Case Managers work directly with students and facilitate a team approach to coordinate services for foster youth in the county who are in the child welfare system and at risk of involvement in the juvenile justice system. Case Managers complete a thorough intake process for all foster youth, using Foster Focus to accurately capture and transfer records.	\$211,961.00	Yes
Action #8	Student Engagement	Facilitate activities that promote student voice and civic engagement for all students from all campuses, with intentional effort to reach the disengaged. Refine and expand academic skill building, volunteering and community service opportunities.	\$63,000.00	Yes
Action #9	Mentors	Contract with Mentor California to develop a mentoring plan for secondary students that aligns current mentoring efforts with SCOE's non-profit partners.	\$70,000.00	No

Action # Title		Description	Total Funds	Contributing
Action #10	Student Wellness	Implement a community-based wellness program for initial and ongoing health and medical, vision, and dental care for all students. Continue Life Skills programming for all students that incorporates health, wellness and transition skills.	\$458,752.00	Yes

## Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0%	\$0.00

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

## Required Descriptions

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

In 2021-22, Sacramento County Office of Education (SCOE) will receive over \$1.4 million in supplemental and concentration funds. California’s most recent budget provides an unprecedented amount of funding to increase and improve services for the students that SCOE serves.

Students enrolled at SCOE’s court and community schools enroll after facing many obstacles to success: expulsion, limited resources, adverse childhood experiences, mental health disparities, and high mobility as examples. Our students have every ability to be successful, but need a lot of help with prioritizing decisions, identifying gaps in their academic history, building their missing skills and creating a vision for their future. Over the past two years, we observed that the COVID-19 pandemic revealed even greater needs. Through focus groups and surveys, we learned that there was a significant need to foster engagement, connection, and hope for our students, who have not been successful in the traditional public school system. The isolation students and families experienced during the pandemic also exacerbated gaps in social-emotional wellness and the development of positive relationships.

## Goal 1

In developing the goal for Student Success, we identified a need for SCOE's unduplicated students to improve their academic outcomes and to become more aware of post-secondary options for education or employment. The 2019 California School Dashboard (reported flat performance in English Language Arts, and a slight decline in Math, with all three statistically significant student groups (LI, EL and HI) receiving a red performance level in both indicators. However, over the last two years, SCOE's formative academic assessments have demonstrated growth in proficiency. While the graduation rate has risen, it remains below the state average at 68.8%, with foster youth and English learners graduating at 65%. The Dashboard College/Career Indicator reports that 8.1% of students graduate prepared or approaching prepared.

A significant increase in service to students within the Youth Detention Facility is the establishment of a 21st Century Learning Center - formerly the library. A new, credentialed staff librarian will provide virtual career experiences, with a learning lab concept to offer hands-on, high quality, high interest activities. In 2020-21, this action is not funded by LCFF, but it is a highly-anticipated addition to this program that SCOE believes will support successful transition rates and post-secondary outcomes for court school students.

### Professional Development, Action 1.5

Teaching faculty in the court and community schools will continue to engage in professional learning sequences offered biweekly by SCOE's Curriculum and Instruction Department. Professional development is provided in all academic content areas, including English language development (SCOE has based this model on research included in *A Practical Reader in Universal Design for Learning*, Rose, David H., Ed., Meyer, Anne, Ed., Harvard Education Press. This action continues, based on the demonstrated effectiveness shown by student growth in the formative Renaissance Learning academic performance indicators.

### Community Partnerships for Personalized Learning and Support, Action 1.11

Each newly enrolled court and community school student participates in a comprehensive transcript review and plan development process upon entry to ensure they are working towards graduation requirements and making plans for post secondary education and employment. Students are encouraged to complete a career assessment and identify long term goals. High needs students need more explicit connections to activities that bridge classroom instruction with meaning. SCOE has established partnerships with established community-based organizations to provide opportunities that will spark student interest in literacy; bolster academic skills in ELA, Math, and Science; and foster self-expression and creativity through visual and performing arts. The expectation is, with the provision of these activities that SCOE's graduation rate will continue to rise, as will students' credit completion and career exploration and career assessment rates. A decade of research by Karen Hawley Miles, President of Education Resource Strategies, emphasizes the organization of teachers and teams to maximize student learning, the development of community partnerships, and the establishment of personalized learning and support (2015).

## Goal 2

The need to establish a school-going routine, support positive school climate and relationships is demonstrated by both quantitative and qualitative data. Six of seven student groups received a red performance level on the 2019 Dashboard for Chronic Absenteeism, and the pre-COVID local data for 2020 indicates 39.4% of students in all programs were chronically absent.



Suspension is identified on the 2019 Dashboard with an orange performance level, and seven of ten student groups received either a red or orange performance level. DataQuest reports a 7.2% suspension rate for 2019-20, with 40% of suspended students receiving multiple suspensions. Students with disabilities were suspended at the highest rate (12.3%), with homeless students next at 7.7%, foster youth 6.7% and socioeconomically disadvantaged students at 6.4%.

The School Climate Survey administered in spring 2021 highlighted the need to focus on improved student engagement, as just 76% of students reported feeling connected to school. Additionally, parent response to connectedness on the survey was lower: 65% of parents responded positively. The following planned actions and services are grounded in research, ensuring that SCOE's unduplicated students have access to personalized social/emotional supports that are reinforced through positive adult-student relationships.

Coordinated Services to Improve Attendance, Safety, and Student Engagement and Wellness, Actions 2.2, 2.3, 2.6, 2.8 and 2.10

In partnership with local nonprofits and local professionals, SCOE Court and Community School staff provide interventions before, during, and after school including drug counseling, anger management services, home visits, and a check-in system for students each morning. Two new mental health clinicians, funded with federal dollars, will help to provide these services. SCOE is also designing a process for a new community-based wellness program that will link students with ongoing health and medical, vision, and dental care for all students.

These coordinated services are designed to meet the needs of our unduplicated students through a routine system of support that intervenes early and consistently to address challenges with drug abuse, trauma, or anger that our students may have experienced in their youth or may encounter through social interactions or current living conditions. Because youth frequently have multiple, overlapping risk factors, interventions often require the coordination of more than one agency or institution. Failure to coordinate care can lead to some youth falling through the cracks or not receiving all the support they need. These services have been effective in supporting foster youth in maintaining a high successful transition rate.

To ensure that staff have training related to addressing students' needs, professional development will be provided on diversity, equity and inclusion; trauma-informed practices; family and community engagement, social-emotional learning, and positive behavior intervention support. Leadership coordinates training for all staff regarding progressive discipline, trauma informed teaching practices, and proactive approaches to student needs in order to reduce suspensions.

SCOE will continue to provide coordinated services and professional development, with an increased level of support provided by mental health clinicians, to decrease the incidence of suspensions and chronic absenteeism, and improve student connectedness. (Synthesis of Research and Resources to Support At-Risk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services)

Community partners will facilitate activities that promote student voice and civic engagement for all students from all campuses, with intentional effort to reach the disengaged. These partners will refine and expand academic skill building, volunteering and community service opportunities. These interventions address the needs of our unduplicated students who have been disenfranchised from traditional educational programs and disinterested in academics by helping them feel more engaged in school and improving their overall attendance.

To help increase overall attendance, SCOE also ensures all students have bus passes to reduce transportation barriers. This support addresses the circumstances of our low income families who may have unreliable personal transportation and are challenged with transporting their children to our community schools, which in some cases are miles from their homes. We are building our program around research that demonstrates effective strategies and reflects the needs of at-risk youth, utilizing interventions that target not only individual youth but also their families and the communities in which they live, and their cultural diversity. (Synthesis of Research and Resources to Support AtRisk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services

SCOE will seek to increase home-school partnership with the addition of a dedicated administrator in service of Family and Community Engagement. Parent responses on the School Climate survey indicated that 65% of respondents felt connected to their student's school. Parent attendance at School Site Council and English Learner Advisory Committee meetings is not consistent (even before the COVID-19 pandemic and we recognize that parent voice is mandatory in decision-making. The new administrator will provide increased communication, build relationships, and support increased decision-making opportunities for parents and guardians of SCOE students. We believe that this action will be effective in improving parent satisfaction with programs, attendance at school events and participation in school committees.

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

Professional development learning sequences, aligned with the Universal Design for Learning principles and guidelines, are intentionally designed to be driven by student data and targeted to support high-needs students. Teaching faculty will learn and practice strategies that are effective with students from socioeconomically disadvantaged households, foster youth, and English learners.

Community partners and mentors will work with unduplicated students to provide opportunities that will spark student interest in literacy, bolster academic skills in ELA, Math, and Science, and foster self-expression and creativity through visual and performing arts. Meaningful, regular interaction with community partners with expertise in student engagement will be an effective strategy to build connection to post-secondary goals for unduplicated students, especially those who have been expelled and need high-interest activities to solidify goal setting and engagement.

To ensure the most effective interventions for student wellness are provided, court and community school (CCS) administration takes an active role in coordinating with support providers and community partners. Three site principals and the CCS Director allocate a portion of their time to regularly meet with partners to discuss the effectiveness of the programs they have on our sites and any changes needed to improve services for high-need students. They meet to discuss the needs of individual students who are transitioning from our court school to our community school programs. CCS partners with SCOE research staff to provide analysis and reporting including information about students referred to SCOE from their home districts.

Principals, transition specialists and other staff monitor student attendance with daily check-in calls and across the porch or home visits to address barriers to attendance. Students identified as chronically absent are supported with the tiered reengagement strategies established in 2020-21. Students without financial resources may be offered incentives, support securing bus passes, and monthly awards for positive attendance. Any student with an attendance below 80% is supported by staff via a home visit that seeks to provide solutions to the barriers reducing consistent, daily attendance.

SCOE partners with the following nonprofits to provide during and after school interventions: HAWK Institute, 916 Ink, Green Tech, Earth Mama Healing, Scholastic Journalism Project, The Square Root Academy, and Northern California Construction Training. CCS also contracts externally with Mentor California and internally with SCOE’s Prevention and Student Services Department to provide mentoring services to our students. These interventions provide our students with opportunities to engage in activities that are interesting to them and at the same time broaden their life experiences, such as field trips to colleges, working as a student reporter for local news publications, and participation in mentoring groups.

A new position, the Vice Principal for Family and Student Engagement, will build relationships and increase two-way communication between home and school. Transition specialists and the EL Parent Liaison communicate frequently with families, providing information on the importance of attendance and sharing community resources on parenting skills, substance abuse, post secondary and career options.

## Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implement-ation of the Student Success Plan	All students	\$2,664,310	\$0.00	\$0.00	\$518,536.00	\$3,182,846.00

1	10	Data to Inform Instruction	All students	\$0.00	\$0.00	\$0.00	\$1,517.00	\$1,517.00
1	11	Community Partnerships		\$415,953.00	\$0.00	\$0.00	\$206,516.00	\$622,469.00
1	12	Support Staff	All students	\$1,989,663.00	\$0.00	\$0.00	\$417,267.00	\$2,406,930.00
1	2	Career and Post-secondary Exploration	All students	\$321,166.00	\$0.00	\$0.00	\$56,692.00	\$377,858.00
1	3	Early College Programming	9th - 12th grade students	\$0.00	\$0.00	\$0.00	\$75,000.00	\$75,000.00
1	4	21st Century Learning Center		\$0.00	\$0.00	\$0.00	\$82,071.00	\$82,071.00
1	5	Professional Development (Academic)	All	\$75,192.00	\$0.00	\$0.00	\$17,000.00	\$92,192.00
1	6	Virtual Learning	All students	\$46,263.00	\$0.00	\$0.00	\$3,034.00	\$49,297.00
1	7	Technology Refresh Plan	All students	\$0.00	\$0.00	\$0.00	\$100,000.00	\$100,000.00
1	8	Summer School	All students	\$0.00	\$0.00	\$0.00	\$75,000.00	\$75,000.00
1	9	Credit Completion	All students	\$181,891.00	\$0.00	\$0.00	\$30,070.00	\$211,961.00

2	1	Mental Health Services	Low income, Foster Youth, English learners, Students with Disabilities	\$0.00	\$0.00	\$0.00	\$61,240.00	\$61,240.00
2	10	Student Wellness		\$181,891.00	\$0.00	\$0.00	\$276,861.00	\$458,752.00
2	2	Attendance Intervention		\$123,074.00	\$0.00	\$0.00	\$80,683.00	\$203,757.00
2	3	School Safety		\$153,558.00	\$0.00	\$0.00	\$5,262.00	\$158,820.00
2	4	Home-School Partnership		\$7,030.00	\$0.00	\$0.00	\$162,588.00	\$169,618.00
2	5	Expanded Learning		\$113,879.00	\$0.00	\$0.00	\$0.00	\$113,879.00
2	6	Professional Development (Culture-Climate)		\$153,558.00	\$0.00	\$0.00	\$5,262.00	\$158,820.00
2	7	Foster Youth Services		\$181,891.00	\$0.00	\$0.00	\$30,070.00	\$211,961.00
2	8	Student Engagement		\$10,500.00	\$0.00	\$0.00	\$52,500.00	\$63,000.00
2	9	Mentors	Identified at risk (disengaged, low credits, chronically absent, Foster youth, homeless)	\$0.00	\$0.00	\$0.00	\$70,000.00	\$70,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,619,819.00	\$0.00	\$0.00	\$2,327,169.00	\$8,946,988.00

Total Personnel	Total Non-Personnel
\$177,884,146.00	\$18,949,590.00

## Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	21st Century Learning Center	Schoolwide	Low Income, English Learner, Foster Youth	EI Centro	\$0.00	\$82,071.00
1	5	Professional Development (Academic)	LEA-wide	Low Income, English Learners	All	\$75,192.00	\$92,192.00
1	11	Community Partnerships	LEA-wide	Low income, Foster youth, English learners	All	\$415,953.00	\$622,469.00
2	2	Attendance Intervention	LEA-wide	Low Income, Foster youth, English learners	All	\$123,074.00	\$203,757.00
2	3	School Safety	LEA-wide	Low income, Foster youth	All	\$153,558.00	\$158,820.00

2	4	Home-School Partnership	LEA-wide	Low income, Foster youth, English learners	All	\$7,030.00	\$169,618.00
2	5	Expanded Learning	LEA-wide	Low income, Foster youth, English learners	All	\$113,879.00	\$113,879.00
2	6	Professional Development (Culture-Climate)	LEA-wide	Low income, Foster youth, English learners	All	\$153,558.00	\$158,820.00
2	7	Foster Youth Services	Limited	Foster youth	All	\$181,891.00	\$211,961.00
2	8	Student Engagement	LEA-wide	Low income, Foster youth, English learners	All	\$10,500.00	\$63,000.00
2	10	Student Wellness	LEA-wide	Low income, Foster youth	All	\$181,891.00	\$458,752.00

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,416,526.00	\$2,335,339.00
<b>LEA-wide Total:</b>	\$1,234,635.00	\$2,041,307.00
<b>Limited Total:</b>	\$181,891.00	\$211,961.00
<b>Schoolwide Total:</b>	\$0.00	\$82,071.00

# Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]



**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> 2021-2022 Proposed Budget	<b>Agenda Item No.:</b> VIII.E.
	<b>Enclosures:</b> Separate Enclosure
<b>Reason:</b> Public Hearing	<b>From:</b> David W. Gordon
	<b>Prepared By:</b> Nicolas Schweizer
	<b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

Pursuant to Education Code §1620, the County Board of Education shall hold a public hearing to solicit recommendations and comments from members of the public regarding the proposed budget. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the budget and any comments received will be available for public inspection. The public hearing shall be held at the same meeting as the public hearing for the Local Control and Accountability Plan as required by Education Code § 52062.

In January 2021, the Superintendent’s Cabinet and Program Managers began budget development activities for the fiscal year 2021-2022 budget. The development of the 2021-2022 budget will follow the single budget adoption cycle. The process requires the County Board to hold a public hearing and adopt the 2021-2022 budget by July 1, 2021.

The following proposed documents are being submitted under separate cover:

- Certification of Adoption
- County Schools Service Fund
- Special Education Pass-Through Fund
- Adult Education Fund
- Child Development Fund
- Workers’ Compensation Fund
- Special Reserve Post-Employment Benefits Fund
- Capital Facilities Fund
- County School Facilities Fund
- Student Scholarship and Loan Fund
- Criteria and Standards Summary Review

The 2021-2022 proposed budget will be brought to the Sacramento County Board of Education for final review and adoption at the June 22, 2021 regularly scheduled meeting.

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent recommends that the Sacramento County Board of Education conduct a Public Hearing on the 2021-2022 proposed budget.

**SACRAMENTO COUNTY BOARD OF EDUCATION  
10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, CA 95826-9003**

**\*\*PLEASE POST\*\***

**NOTICE OF PUBLIC HEARING**

Pursuant to Education Code sections 42103, 42122, 42123, and 42127, notice is hereby published that a Public Hearing on the Sacramento County Office of Education's 2021-2022 proposed budget will be held.

The Public Hearing is scheduled for **Tuesday, June 8, 2021 at 6:30 p.m.**

In compliance with current California Executive Orders and Orders by the Sacramento County Health Officer directing all individuals to stay at home (with limited exceptions not applicable here) and prohibiting all public and private gatherings of any number of people, and Executive Order N-29-20 allowing local legislative bodies to satisfy transparency requirements by holding meetings via teleconference, the Sacramento County Board of Education will conduct this hearing via Zoom video and/or teleconference. Members of the public may access the meeting and provide public comment as follows:

Zoom Video Conference: To view the meeting from a computer, tablet, or smart phone, go to: <https://scoe.zoom.us/j/93916393023>

Telephone Conference: To listen by telephone: Primary Number: 669-900-6833, Secondary Number: 346-248-7799, Enter the Meeting ID: 939 1639 3023

Public Comment: Members of the public may submit public comment through a Google form at <https://bit.ly/scoe-board-6-8-21>. Public comment will be accepted until 6:00 p.m. on Tuesday, June 8, 2021 and read during the teleconferenced meeting at appropriate times.

Persons who require reasonable accommodation or modification to observe and/or offer public comment are asked to contact the Superintendent's Office at (916) 228-2410 or [wwatson@scoe.net](mailto:wwatson@scoe.net) at least 48 hours before the meeting.

Materials subject to the public hearing are available at the Sacramento County Office of Education website at <https://www.scoe.net/board/schedule>. For more information, please call (916) 228-2410.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Resolution No. 21-07 – Resolution to Pay Absent Board Member	<b>Agenda Item No.:</b> VIII.F.  <b>Enclosures:</b> 2
<b>Reason:</b> Adoption	<b>From:</b> David W. Gordon <b>Prepared By:</b> Wende Watson <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

Per Sacramento County Board of Education Bylaw 8260 (attached), Board members may be paid for any meeting when absent if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting, he or she was performing services outside the meeting on behalf of the Board, he or she was ill, on jury duty, or the absence was due to a hardship deemed acceptable by the Board.

The attached resolution states that Trustee Joanne Ahola was absent on April 20, 2021 due to a family matter and that the Board finds this to be an acceptable hardship.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Resolution No. 21-07**

**Resolution to Pay Absent Board Member**

**WHEREAS**, Board Bylaw 8260 provides that Sacramento County Board of Education (Board) members may be paid for any meeting when absent if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting, he or she was performing services outside the meeting on behalf of the Board, he or she was ill, on jury duty, or the absence was due to a hardship deemed acceptable by the Board; and

**WHEREAS**, a Board member has been absent from a Board meeting due to a family matter;

**THEREFORE, IT IS HEREBY RESOLVED** that:

1. The Sacramento County Board of Education hereby finds that Trustee Joanne Ahola had a family matter at the time of the April 20, 2021 Board meeting causing her to be absent from that meeting.
2. The Board finds that the absence, due to a family matter, is deemed acceptable to the Board.
3. It is hereby ordered that pursuant to Education Code section 35120(c), Trustee Joanne Ahola be paid for the April 20, 2021 Board meeting as if she had been present.

**PASSED AND ADOPTED** by the Sacramento County Board of Education on the 8<sup>th</sup> day of June 2021.

Joanne Ahola (President) \_\_\_\_\_  
Karina Talamantes (Vice President) \_\_\_\_\_  
Bina Lefkovitz \_\_\_\_\_  
Paul A. Keefer, Ed.D., MBA \_\_\_\_\_  
O. Alfred Brown, Sr. \_\_\_\_\_  
Heather Davis \_\_\_\_\_  
Harold Fong, MSW \_\_\_\_\_

\_\_\_\_\_  
Karina Talamantes, Vice President

\_\_\_\_\_  
David W. Gordon, Board Secretary

## 8000 - BYLAWS OF THE BOARD

### BOARD COMPENSATION

BB 8260

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Members of the County Board of Education shall be entitled to receive compensation, as provided by Education Code section 1090, to be prorated when members fail to attend any regular or special meeting during that month. A Board member may be compensated for any meeting for which he/she is absent if the Board by resolution duly adopted and included within its minutes find that at the time of the meeting, he or she was either:

- A. performing services outside the meeting on behalf of the board, or;
- B. was ill or on jury duty; or;
- C. the absence was due to a hardship deemed acceptable by the board.

No member shall receive additional compensation, as provided by Education Code section 1090, for attending meetings in any one month.

Any member not desiring to be fully or partially compensated shall file a written statement with the Secretary of the County Board of Education indicating nonacceptance of payment for serving as a County Board of Education member.

County Board of Education members are entitled to the same fringe benefit compensations as those afforded management personnel.

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03/23/89	Draft
05/16/89	First Reading
06/06/89	Second Reading
06/06/89	APPROVED - 6/20/89 w/D. Meaney for rewording per H. Wrenn
11/20/96	Draft Revision - effective 1/1/97 per AB 1201, Chapter 1148
01/14/97	Revision - First Reading
02/04/97	Second Reading
02/04/97	Approved
08/16/00	Draft-Revision
09/19/00	First Reading

dox: bb-8260-final

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Resolution No. 21-08 – Resolution to Pay Absent Board Member	<b>Agenda Item No.:</b> VIII.G.  <b>Enclosures:</b> 2
<b>Reason:</b> Adoption	<b>From:</b> David W. Gordon <b>Prepared By:</b> Wende Watson <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

Per Sacramento County Board of Education Bylaw 8260 (attached), Board members may be paid for any meeting when absent if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting, he or she was performing services outside the meeting on behalf of the Board, he or she was ill, on jury duty, or the absence was due to a hardship deemed acceptable by the Board.

The attached resolution states that Trustee Karina Talamantes was absent on May 4, 2021 due to a family matter and that the Board finds this to be an acceptable hardship.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Resolution No. 21-08**

**Resolution to Pay Absent Board Member**

**WHEREAS**, Board Bylaw 8260 provides that Sacramento County Board of Education (Board) members may be paid for any meeting when absent if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting, he or she was performing services outside the meeting on behalf of the Board, he or she was ill, on jury duty, or the absence was due to a hardship deemed acceptable by the Board; and

**WHEREAS**, a Board member has been absent from a Board meeting due to a family emergency;

**THEREFORE, IT IS HEREBY RESOLVED** that:

1. The Sacramento County Board of Education hereby finds that Trustee Karina Talamantes had a family matter at the time of the May 4, 2021 Board meeting causing her to be absent from that meeting.
2. The Board finds that the absence, due to a family matter, is deemed acceptable to the Board.
3. It is hereby ordered that pursuant to Education Code section 35120(c), Trustee Karina Talamantes be paid for the May 4, 2021 Board meeting as if she had been present.

**PASSED AND ADOPTED** by the Sacramento County Board of Education on the 8<sup>th</sup> day of June 2021.

Joanne Ahola (President) \_\_\_\_\_  
Karina Talamantes (Vice President) \_\_\_\_\_  
Bina Lefkovitz \_\_\_\_\_  
Paul A. Keefer, Ed.D., MBA \_\_\_\_\_  
O. Alfred Brown, Sr. \_\_\_\_\_  
Heather Davis \_\_\_\_\_  
Harold Fong, MSW \_\_\_\_\_

\_\_\_\_\_  
Joanne Ahola, Board President

\_\_\_\_\_  
David W. Gordon, Board Secretary

## 8000 - BYLAWS OF THE BOARD

### BOARD COMPENSATION

BB 8260

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Members of the County Board of Education shall be entitled to receive compensation, as provided by Education Code section 1090, to be prorated when members fail to attend any regular or special meeting during that month. A Board member may be compensated for any meeting for which he/she is absent if the Board by resolution duly adopted and included within its minutes find that at the time of the meeting, he or she was either:

- A. performing services outside the meeting on behalf of the board, or;
- B. was ill or on jury duty; or;
- C. the absence was due to a hardship deemed acceptable by the board.

No member shall receive additional compensation, as provided by Education Code section 1090, for attending meetings in any one month.

Any member not desiring to be fully or partially compensated shall file a written statement with the Secretary of the County Board of Education indicating nonacceptance of payment for serving as a County Board of Education member.

County Board of Education members are entitled to the same fringe benefit compensations as those afforded management personnel.

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03/23/89	Draft
05/16/89	First Reading
06/06/89	Second Reading
06/06/89	APPROVED - 6/20/89 w/D. Meaney for rewording per H. Wrenn
11/20/96	Draft Revision - effective 1/1/97 per AB 1201, Chapter 1148
01/14/97	Revision - First Reading
02/04/97	Second Reading
02/04/97	Approved
08/16/00	Draft-Revision
09/19/00	First Reading

dox: bb-8260-final



**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Approval of Use of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, in Substitution of Regular Revenue Limit Apportionments	<b>Agenda Item No.:</b> VIII.H. <b>Enclosures:</b> 0
<b>Reason:</b> Action	<b>From:</b> David W. Gordon <b>Prepared By:</b> Nicolas Schweizer <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by voters on November 6, 2012, temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. Proposition 55, *The California Children’s Education and Health Care Protection Act of 2016*, approved by voters on November 8, 2016, extended the increase of the personal income tax rate for upper-income taxpayers, but allowed the temporary state sales tax rate increase to expire. A portion of the revenues generated are used to support school funding and deposited into a state account called the Education Protection Account (EPA). These funds replace previous allocations of apportionments which are no longer received by Local Education Agencies (LEAs).

The language of Proposition 30 states that each LEA “shall have the sole authority to determine how the monies received from the EPA are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the EPA for salaries or benefits of administrators or any other administrative costs.”

Per California Department of Education estimates, the Sacramento County Office of Education (SCOE) will receive \$4,117,987 for 2021-2022 and is proposing that the monies be used to augment our Juvenile Court Schools, Community Schools, and Special Education Programs, excluding administrators’ salaries and benefits or any other administrative costs. These are not new or increased expenditures for SCOE. The EPA money is being used to fulfill existing budget expenditure commitments.

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent recommends that the Sacramento County Board of Education approve the proposed use of funds.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Revisions to Board Policy 3200 – Grants	<b>Agenda Item No.:</b> VIII.I. <b>Enclosures:</b> 2
<b>Reason:</b> Second Reading and Adoption of Board Policy Revisions	<b>From:</b> Policy Committee <b>Prepared By:</b> Teresa Stinson <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

Attached are proposed revisions to Board Policy 3200 – Grants. All proposed revisions are indicated by strikeouts and bold underlined additions.

A brief summary of the rationale and basis for the proposed revisions follows:

- The proposed policy revisions update the areas considered when determining whether to accept a grant and eliminate portions of the policy that are more fully addressed in a grant’s terms, other policies, and the law.

The Policy Committee reviewed Board Policy 3200 – Grants on December 8, 2020, March 16, and April 20, 2021 and recommended that the revised policy be presented to the Board for First Reading. The First Reading of the revised policy occurred at the May 18, 2021 meeting.

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent recommends that the Board of Education hear the Second Reading and adopt the proposed revisions to Board Policy 3200 – Grants.

# DRAFT

## 3000 – BUSINESS

### GRANTS

BP 3200  
(Page 1 of 2)

#### I. Philosophy

Grants are a significant source of funding needed to support the vision, mission, and goals of the Sacramento County Board of Education (Board), Sacramento County Superintendent of Schools, (Superintendent) and the Sacramento County Office of Education (SCOE), and in meeting County Board of Education goals. It is the Board's interest to pursue only those grants that address its vision, mission and/or its goals. SCOE should pursue only those grants that are consistent with the Board's, Superintendent's, and SCOE's its vision, mission, and/or goals.

#### II. Application

To be accepted by the County Board of Education a grant proposal must consider the following criteria: In determining whether to accept a grant, the Board and Sacramento County Superintendent of Schools (Superintendent) will consider:

- A. Whether the grant it has a purpose consistent with the their shared vision, mission and goals; of County Office of Education;
- B. whether it is consistent with the goals of the County Board of Education as interpreted by the County Superintendent or designee;
- B. Whether it the grant is offered by an agency, individual, or organization acceptable to the Board and Superintendent County Board of Education;
- C. D. whether it will add unduly to existing staff workload; the Whether SCOE has the capacity to successfully implement the grant provisions;
- D. Whether the grant poses an undue financial risk for SCOE;
- E. Whether it the grant will be in conflict with any provision of law.

#### III. Evaluation

- A. All grants shall contain an evaluation component.
- B. Fiscal monitoring of grants shall be done on a regular basis.
- C. The Superintendent or designee will annually report to the Board on the budget status of all grants.

#### IV. Ownership and Disposition of Assets

# DRAFT

## 3000 – BUSINESS

### GRANTS

**BP 3200**

(Page 2 of 2)

~~All items received as a result of the grant shall, unless prohibited by law, become the property of Sacramento County Office of Education and shall be accounted for in the budget as appropriate.~~

~~As part of the budget, the disposition of these items shall be as determined by the Superintendent upon approval of the County Board of Education.~~

#### ~~V. Administrative Regulations~~

~~The Superintendent shall develop administrative regulations to implement this policy.~~

**The Superintendent or designee will maintain protocols for the grant application process consistent with this policy in the Business Office Procedures Manual, or in another appropriate document.**

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#### Legal Reference:

04/03/90	Draft
04/17/90	First Reading
05/01/90	Second Reading
05/01/90	Approved
05/30/90	Reviewed by Legal Counsel
04/21/09	Review by Policy Committee
06/16/09	First Reading
07/21/09	Second Reading and Adoption
07/28/09	Distribution
<b><u>12/08/20</u></b>	<b><u>Reviewed by Policy Committee</u></b>
<b><u>03/16/21</u></b>	<b><u>Reviewed by Policy Committee</u></b>
<b><u>04/20/21</u></b>	<b><u>Reviewed by Policy Committee</u></b>
<b><u>05/18/21</u></b>	<b><u>First Reading</u></b>
<b><u>06/08/21</u></b>	<b><u>Second Reading and Adoption</u></b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Fortune School of Education Countywide Charter School Renewal Resolution No. 21-06	<b>Agenda Item No.:</b> VIII.J. <b>Enclosures:</b> 2
<b>Reason:</b> Discussion and Action	<b>From:</b> David W. Gordon <b>Prepared By:</b> Teresa Stinson <b>Board Meeting Date:</b> 06/08/21

**BACKGROUND:**

During the Sacramento County Board of Education’s (Board) May 18, 2021 public deliberations before approving the Fortune countywide charter renewal, Board members asked questions about the Memorandum of Understanding (MOU) provision that:

*Fortune shall continue to make every reasonable effort to specifically reach and recruit pupils from all backgrounds in order to enable it to achieve a balance of racial and ethnic pupils, special education pupils, and English learning pupils that is reflective of the general population of the county.*

Reference to this MOU provision was included in the Recommended Findings and Resolution No. 21-06 (approving the charter renewal) because earlier Board members had requested that the provision be included in the 2011 and 2016 MOUs, when Fortune was establishing and building its charter school operations and enrollment.

The law requires that charter petitions describe “the means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learning pupils that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter is submitted.” (Ed. Code, § 47605.6(b)(5)(H).) SCOE’s Recommended Findings determined that the Fortune petition’s assurances and description of its recruitment practices fully met this requirement. In addition, Fortune’s track record of high quality, comprehensive recruitment practices have exhibited Fortune’s commitment to ensuring that this charter school of choice is available to all students who wish to attend.

We had planned to address the above provision as part of the 2021 MOU process with Fortune. However, given Board members’ questions during the May 18, 2021 public meeting, we want to understand the Board’s preference about whether to include, remove, or modify this provision in the upcoming MOU. If the Board would like to remove this provision based upon the charter petition assurances and Fortune’s past recruitment history, practices, and results, it may amend Resolution No. 21-06 accordingly.

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent recommends that the Board decide whether to adopt the attached Amended Resolution No. 21-06, which would remove the above referenced provision from the terms to be included in the Memorandum of Understanding with the Fortune charter.

**SACRAMENTO COUNTY BOARD OF EDUCATION****Resolution Approving the Fortune School of Education Countywide Charter  
Renewal Petition****Resolution No. 21-06**

**WHEREAS**, on April 12, 2021, Petitioner Fortune School of Education (Fortune) submitted a completed petition for renewal of the Fortune School of Education Countywide Charter (renewal petition) to the Sacramento County Board of Education (County Board) through the Sacramento County Office of Education (SCOE);

**WHEREAS**, the County Board considers the renewal of a countywide charter school under the criteria set forth in Education Code sections 47605.6, 47607, et seq., California Code of Regulations, title 5, section 11966.5, and County Board Policy and Administrative Rules and Regulations 2400;

**WHEREAS**, the Fortune charter renewal petition was analyzed by SCOE staff with expertise in each of the petition areas (fiscal, educational programs, student assessments, special education, English learners, human resources, facilities, and legal) and SCOE staff prepared written Recommended Findings of Fact, which were provided to the County Board, Fortune, and school districts throughout the county, and posted on SCOE's public website;

**WHEREAS**, on May 18, 2021, the County Board held a public hearing to hear from Fortune and SCOE staff, consider school district and public comment and input, and to consider and deliberate upon the Fortune charter renewal petition;

**WHEREAS**, based on evidence included in the Fortune charter renewal petition, publicly available pupil achievement data documenting the ongoing pervasive achievement gap throughout the county, and the County Board's public findings and evidence detailed in its February 11, 2011 and December 15, 2015 agenda materials and minutes, the County Board finds that the Fortune charter school:

- (1) offers educational services to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates in only one school district in the county;
- (2) renewing the charter is consistent with sound educational practice; and
- (3) the charter had and continues to have a reasonable justification for why it could not be established by petition to a school district.

**NOW, THEREFORE, BE IT RESOLVED** that the Sacramento County Board of Education adopts SCOE staff's written Recommended Findings of Fact regarding the Fortune charter renewal petition; and

**BE IT FURTHER RESOLVED** that the Fortune charter renewal petition meets the legal requirements of Education Code sections 47605.6 and 47607, et seq., and applicable regulations and Board Policy; and

**BE IT FURTHER RESOLVED** that the Sacramento County Board of Education grants the Fortune charter renewal petition for a five-year term (July 1, 2021–June 30, 2026) subject to an acceptable Memorandum of Understanding between Fortune, the County Board, and SCOE, which includes, but is not limited to, the following terms:

1. Fortune shall remain in good status as a member of a Special Education Local Plan Area (SELPA).
2. Fortune shall agree to be responsible for all special education services required by law and to hold harmless, defend, and indemnify the County Board, Superintendent, and SCOE from any liability arising from its responsibility to provide such special education services.
3. Fortune shall agree to hold harmless, defend, and indemnify the County Board, Superintendent, and SCOE from any claims arising from the opening or operation of the charter school.
4. Fortune shall be subject to the Williams Act, to the extent applicable. (Ed. Code, § 1240(c).)
5. County Board approval of any future Fortune charter school sites before opening.
6. Any additional requirements set by the County Board.
7. These terms may be changed or supplemented by future County Board action.

**PASSED AND ADOPTED** by the Sacramento County Board of Education at its regular Board meeting on the 8th day of June 2021 by the following vote:

Joanne Ahola (President)	_____
Karina Talamantes (Vice President)	_____
Bina Lefkowitz	_____
Paul A. Keefer, Ed.D., MBA	_____
O. Alfred Brown, Sr.	_____
Heather Davis	_____
Harold Fong, MSW	_____

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Joanne Ahola, Board President

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David W. Gordon, Board Secretary