



# Sacramento County Board of Education

## Regular Meeting

*Tuesday / November 17, 2020 / 6:30 P.M.*

**PLEASE NOTE:**

**Zoom Meeting**

**<https://scoe.zoom.us/j/94507538412>**

**Primary Number: 669.900.6833**

**Secondary Number: 253.215.8782**

**Meeting ID: 945 0753 8412**

*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, November 17, 2020**

**Closed Session: 5:00 p.m.**

**Government Code section 54956.9(d)(1)**

**CONFERENCE WITH LEGAL COUNSEL – Pending Litigation**

**Sacramento County Superior Court Case No. 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, with one or more Board members participating from remote locations via video, telephone, or other electronic means. Voting at this meeting shall be by roll call.

This meeting will be accessible to members of the public via Zoom video and/or teleconference. To view the Board Meeting by computer, tablet, or smart phone, go to:  
<https://scoe.zoom.us/j/94507538412>

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 253-215-8782  
Enter the Meeting ID: 945 0753 8412

Members of the public may submit public comment through a Google form at: <https://bit.ly/scoe-board-11-17-20>. Public comment will be accepted until 6:00 p.m. on Tuesday, November 17, 2020, and will be read during the teleconferenced Board meeting at appropriate times.

## **Accommodating Individuals with Special Needs**

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

## **AGENDA**

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

## **Mission Statement**

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

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

## Regular Meeting Agenda – November 17, 2020 – Page 2

- III. Approval of the Minutes of the Regular Board Meeting of October 20, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations

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

- VII. Superintendent's Report
  - A. Recognition of the December 2020 Employees of the Month:  
**Classified Employees:** Teri Crandell and Michelle Kerin, Para-educators, SH, Galt High School  
**Certificated Employee:** Cathy Goodrich, Teacher, SH, Galt High School
- 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 Schools Students – Dr. Matt Perry/Michael Kast
    - 3. Declaration of Equipment Listed as Surplus Property and Authorization to Auction Property Pursuant to Education Code – Tamara Sanchez
  - B. Approval of Contracts – Tamara Sanchez
  - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budgets – David W. Gordon
    - 1. \$417,346 Friday Night Live/Club Live/Friday Night Live Mentoring Programs grant from the Sacramento County Department of Health Services for the 2020-2021 fiscal year – Brent Malicote
    - 2. \$219,380 Tobacco-Use Prevention Education Administration County Technical Assistance Leadership grant from the California Department of Education for the 2020-2021 fiscal year – Brent Malicote
    - 3. \$240,940 Prevention Coalition grant from the Sacramento County Department of Health Services for the 2020-2021 fiscal year – Brent Malicote
  - D. Board Report – Fortune Annual Report – Teresa Stinson
  - E. Informational Item: 2019-2020 Annual Report of Sacramento County *Williams* Reviews – Teresa Stinson
  - F. Operation Recognition – Tim Herrera

## **Regular Meeting Agenda – November 17, 2020 – Page 3**

- IX. Board Reports, Comments, and Ideas
  - A. Board Members
  - B. Board President
  - C. Committees
- X. Items for Distribution
  - A. November/December Events
  - B. November/December Site Visits
- XI. Schedule for Future Board Meetings
  - A. December 8, 2020
- XII. Adjournment

### **Board Agenda Packet**

The full Board agenda packet, including supporting materials and items distributed less than 72 hours prior to the scheduled meeting, is available 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 October 20, 2020**

**VIA ZOOM/TELECONFERENCE CALL**

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of September 1, 2020  
Approval of the Minutes of the Regular Board Meeting of September 15, 2020  
Approval of the Board/Superintendent Study Session of October 6, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations
- VII. Superintendent's Report
  - A. Recognition of the November 2020 Employees of the Month
- VIII. New Business
  - A. Adoption of Consent Agenda
    - 1. Accept Report on Personnel Transactions
    - 2. Award Diplomas to Court and Community School Students
    - 3. Accept Donations to College and Career Readiness Department, Culinary Arts Café, and Technology Services
  - B. Approval of Contracts
  - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budgets:
    - 1. \$9,857,843 Project Cal-Hope Student Support from the Federal Emergency Management Agency (FEMA) for the 2020-2021 fiscal year
    - 2. \$600,000 Statewide Special Education Workgroups: Individualized Education Program (IEP) Template Workgroup and Alternate Pathways to a High School Diploma Workgroup from the California Department of Education – State General Fund for the 2020-2021 and 2021-2022 fiscal years
  - D. Approval of the 2019-2020 Budget Revision No. 4
  - E. Approval of the 2019-2020 Unaudited Actuals Financial Report
  - F. Adoption of Resolution No. 20-11 – Authorization to Apply for California State Non-profit Security Grant Program Funds
  - G. Public Hearing and Adoption of Resolution No. 20-12 – Establishing the 2020-2021 Appropriations Limit
  - H. Adoption of Resolution No. 20-13 – Resolution to Pay Absent Board Member
  - I. Informational Item: 2020-2021 Annual Report: Summary of District & School Support (LCAP and Differentiated Assistance)
  - J. Board Report – Senior Extension – A Pathway to Success
- IX. Board Reports, Comments, and Ideas

- A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. October/November Events
    - B. October/November Site Visits
  - XI. Schedule for Future Board Meetings
    - A. November 17, 2020
  - XII. Adjournment
- 

I. President Ahola called the meeting to order at 5:36 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkowitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Matt Perry, Assistant Superintendent; Jerry Jones, Executive Director of Technology; and Wende Watson, Executive Assistant.

II. Ms. Davis led the Pledge of Allegiance.

Superintendent Gordon announced that the Board would meet in Closed Session under Government Code section 54956.9(d)(1) regarding pending litigation of the Sacramento Superior Court Case No. 34-209-80003194. The Board provided public notice that the Board will meet in Closed Session for this purpose.

President Ahola recessed Open Session at 5:39 p.m.

Closed Session convened at 5:40 p.m. and adjourned at 6:35 p.m.

The Board reconvened Open Session at 6:38 p.m.

President Ahola announced that the Board took no action in Closed Session.

Other staff present via teleconference were Tamara Sanchez and Nick Schweizer, Associate Superintendents; Brent Malicote, Assistant Superintendent; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; Tim Herrera, Director, and (present in-person) Craig Bradford, Principal.

III. On a motion by Mr. Keefer and seconded by Ms. Talamantes, the minutes of the regular meeting of September 1, 2020 were approved. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkowitz – yes

Mr. Keefer – yes

Mr. Fong – absent at this time

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

On a motion by Ms. Davis and seconded by Mr. Brown, the minutes of the regular meeting of September 15, 2020 were approved. Motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Keefer) based on the following Roll Call vote:

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

On a motion by Mr. Brown and seconded by Ms. Talamantes, the minutes of the Board/Superintendent Study Session of October 6, 2020 were approved. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

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

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

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

V. There was no official correspondence.

VI.A. Tim Herrera read one Public Comment regarding San Juan Unified School District's election method from the following individual: Scott Rafferty.

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

VII.A. Corrina Beatty, School Secretary, El Centro Jr./Sr. High School, was recognized and honored as the classified employee of the month for November.

Patricia Millings, Teacher, Senior Extension, was recognized and honored as the certificated employee of the month for November.

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

#### COVID YOUTH RESPONSE BOARD (CYRB)

- SCOE will work in partnership with the Sacramento Youth Development Network to implement and support the COVID Youth Response Board initiative to support mental health and wellness and positive school climate in our district schools. Thanks to Intel for the grant that supports this work. One example includes a project to provide Mental Health and Wellness mini grants for high school student leaders in Sacramento County Schools.

#### COMMUNITY SCHOOL VIRTUAL GRADUATION

- This Thursday – October 22 – we will be hosting a virtual Fall Community School Graduation on our SCOE YouTube channel at noon. You should have the link to join us “live.” We also will send you a link after the ceremony so you can watch it at your leisure.

#### SLY PARK REMOTE CLASSES

- We are very proud of the innovative work by our Sly Park team that is now offering a new service to beam up-to-date science lessons from Sly Park straight to classrooms. We are actively promoting this service with our districts, and our mission is to engage students, support science instruction, and teach the importance of their role as stewards of the environment.

#### FRIDAY NIGHT LIVE/CLUB LIVE TRAININGS

- To support student/teacher engagement, our Prevention & Early Intervention Department has been training more Friday Night Live and Club Live faculty and student advisors for the fall. Through virtual workshops, our PEI team has been training nearly 50 middle and high school teachers and more than 90 student leaders.

#### PALMITER MOCK ELECTION

- We are proud of students at our Palmiter Campus for voting in this year's statewide High School Mock Election. The state provided lesson plans to engage students and share as part of their Mock Election activities. AND they also got the very popular “I VOTED” stickers.



Thanks to Principal Lauren Roth and our Palmiter staff for delivering materials to students' homes so they could participate.

#### RIVER DELTA UNIFIED FIBER INSTALLATION UPDATE

- SCOE's architect has completed the engineering plans for the fiber installation between Mokelumne High School and Bates Elementary in River Delta. We will select a qualified contractor with the highest consideration being given to the one who can complete the work as soon as possible. The K-12 High Speed Network plans to install the high-speed connection at Mokelumne High in November.

#### USA LEARNS NURSING ASSISTANT PROGRAM

- In collaboration with the Health Workforce Initiative, our award-winning USA Learns website is now offering an online course called "Skills for the Nursing Assistant." The course is for adults studying for careers in healthcare and it teaches language and academic skills that help students better communicate with patients and co-workers. Great work by our Internet & Media Services Team!

#### LEARN AT LUNCH/OCTOBER

- We are excited about continuing our Learn at Lunch series. Last month's session on our "Diversity, Equity, and Inclusion" was virtual and with over 70 attendees, it was our highest attended ever. Our next session is Wednesday, October 21 from Noon–1 p.m. the topic is "Interactive Tips for Virtual Meetings: Be an Awesome Zoom Host" and will be led by David Chun, Director, K-12 Mathematics. Please contact Tim Herrera for details.

#### UC DAVIS TEACHER ED PROGRAM

- This is an update on the recent proposal by UC Davis to suspend admissions to its Teacher Education program. The university has announced that following feedback from faculty, staff, and community input and they will not be closing down their program for a year.

#### MENTAL HEALTH SERVICES OVERSIGHT MEETING

- On Thursday, Superintendent Gordon will be participating in the Mental Health Services Oversight Accountability and Commission teleconference meeting. He serves as Chair of the Schools and Mental Health Subcommittee. The Commission will consider adopting "Every Young Heart and Mind: Schools as Centers of Wellness," the Commission's report and recommendations on enhancing school mental health programs. The Schools and Mental Health Project began

in 2016 to explore how school settings can be better used to meet the mental health and wellness needs of children, youth, and families.

Superintendent Gordon answered questions regarding his report and completed his report by stating he joined the Board of Supervisors virtual meeting today to address the health and safety precautions that the districts are taking in response to COVID. While there, he expressed his appreciation for the ongoing and tremendous support from Dr. Beilenson and Dr. Kasirye during the pandemic.

VIII.A. Mr. Keefer moved, and Mr. Fong seconded adoption of the consent agenda. By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community School Students
3. Accepted donations to College and Career Readiness Department, Culinary Arts Café, and Technology Services

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

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

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: José Antonio Camacho Esquivel, Dylan Zinslen Milburn, and Natali Alvarez from Cordova Lane Senior Extension; Trevor Joseph Aragon from Elinor Lincoln Hickey Senior Extension; 2 candidates from El Centro Jr./Sr. High School; Patrick Rayford from Gerber Senior Extension; and Angel Divine Cardenas, John Carter, Daniel Zore Vaughn Navarro, and Estefany Josefina Vasquez from North Area Senior Extension.

Michael Kast, Executive Director, announced that the following student will be awarded a diploma: Cameron Lewis from Leo A. Palmiter Jr./Sr. High School.

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

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

Mr. Brown – yes  
Ms. Ahola – yes

VIII.C. On a motion by Ms. Lefkovitz, seconded by Mr. Brown, 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. \$9,857,843 Project Cal-Hope Student Support from the Federal Emergency Management Agency (FEMA) for the 2020-2021 fiscal year
2. \$600,000 Statewide Special Education Workgroups: Individualized Education Program (IEP) Template Workgroup and Alternate Pathways to a High School Diploma Workgroup from the California Department of Education – State General Fund for the 2020-2021 and 2021-2022 fiscal years

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

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

VIII.D. Approval of the 2019-2020 Budget Revision No. 4

Ms. Sanchez provided an explanation and summary of the changes in Budget Revision No. 4 and the 2019-2020 Unaudited Actuals Financial Report, explaining that due to COVID this year there have been many unexpected changes. She also answered questions from the Board.

Mr. Keefer moved, and Mr. Fong seconded the motion to approve item VIII.D. – 2019-2020 Budget Revision No. 4 and item VIII.E. – 2019-2020 Unaudited Actuals Financial Report. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

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

VIII.E. Approval of the 2019-2020 Unaudited Actuals Financial Report – see motion above.

VIII.F. Adoption of Resolution No. 20-11 – Authorization to Apply for California State Non-profit Security Grant Program Funds

Mr. Jones provided an overview of this funding opportunity for active shooter training and answered questions from the Board.

Mr. Brown moved, and Ms. Davis seconded the motion to adopt Resolution No. 20-11 – Authorization to Apply for California State Non-profit Security Grant Program Funds. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

VIII.G. Public Hearing and Adoption of Resolution No. 20-12 – Establishing the 2020-2021 Appropriations Limit

President Ahola opened the Public Hearing at 7:50 p.m.

No one came forward.

President Ahola closed the Public Hearing at 7:51 p.m.

Mr. Brown moved, and Mr. Fong seconded the motion to adopt Resolution No. 20-12 – Establishing the 2020-2021 Appropriations Limit. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

VIII.H. Adoption of Resolution No. 20-13 – Resolution to Pay Absent Board Member

Ms. Stinson explained Ed Code 1090 provides for absent Board members to be paid for services provided if Board member is absent due to illness, Board business, or other exigent circumstances, such as family emergency.

Mr. Fong moved, and Mr. Brown seconded the motion to adopt Resolution No. 20-13 – Resolution to Pay Absent Board Member Keefer. Motion carried 6 ayes, 0 noes, 0 absent, 1 abstention (Keefer) based on the following Roll Call vote:

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

VIII.I. An informational item on the 2020-2021 Annual Report: Summary of District & School Support (LCAP and Differentiated Assistance) was provided in the Board packet.

Dr. Cook-Harvey presented the item and responded to questions from the Board.

VIII.J. Dr. Matt Perry, Assistant Superintendent, introduced Craig Bradford, Principal, who provided a report on the Senior Extension – A Pathway to Success to the Board.

IX.A. Mr. Brown – no report.

Ms. Davis expressed her gratitude for the information received tonight, especially the opportunity to learn more about the Senior Extension program.

Mr. Fong – no report.

Mr. Keefer stated that he is more interested in SCOE schools data than district data in regards to COVID related news. He is more concerned about the programs that we can control.

Ms. Lefkovitz commented that it was nice to see everyone.

Ms. Talamantes appreciated the student testimonials during the Senior Extension presentation and was thankful to learn about the program.

IX.B. President Ahola had the opportunity to do some socially distanced volunteer work with her family for the Active 20/30 Club Children's Shopping Spree and looks forward to doing it again when students can be present. She also reported that she has engaged in 12 hours of management training through an equity and inclusion lens. This training has equipped her with tools that will help her approach decisions while considering how all groups of people will be impacted, particularly those that are marginalized. She looks forward to digging in to more of that work with SCOE.

IX.C. There were no committee reports.

X.A. There was no distribution of the October/November Events item.

X.B. There was no distribution of the October/November Site Visits item.

XI. Schedule for Future Board Meetings:

A. November 17, 2020

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

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

The meeting adjourned at 8:59 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> December 2020 Employees of the Month	<b>Agenda Item No.:</b> VII.A. <b>Enclosures:</b> 0
<b>Reason:</b> Action	<b>From:</b> David W. Gordon <b>Prepared By:</b> Tim Herrera <b>Board Meeting Date:</b> 11/17/20

### BACKGROUND:

#### CLASSIFIED

**Teri Crandell**, Para-educator, SH, was nominated by Principal Guy Holman, for her contributions to the Special Education Department of the Sacramento County Office of Education. Ms. Crandell supports SCOE's Young Adult Transition Program at Galt High School. She is committed to student success and works hard at developing positive relationships with students and staff. Ms. Crandell supports the classroom teacher in creating virtual group lessons and activities. She consistently projects a positive and friendly demeanor that reduces stress related to these challenging times. Teri Crandell has been a Sacramento County Office of Education employee since March 1991.

**Michelle Kerin**, Para-educator, SH, was nominated by Principal Guy Holman, for her contributions to the Special Education Department of the Sacramento County Office of Education. Ms. Kerin supports SCOE's Young Adult Transition Program at Galt High School. She is an invaluable member of the instructional team, supporting students in learning new skills and meeting their IEP goals. Ms. Kerin demonstrates a commitment to student achievement, as well as to personal growth. Michelle Kerin has been a Sacramento County Office of Education Employee since November 1991.

#### CERTIFICATED

**Cathy Goodrich**, Teacher, SH, was nominated by Principal Guy Holman, for her contributions to the Special Education Department of the Sacramento County Office of Education. Ms. Goodrich is a teacher for SCOE's Young Adult Transition Program at Galt High School. She has developed an exceptional program, which focuses on daily living, vocational, and community skills, in an effort to help her students become more independent and prepared for adult life. Ms. Goodrich has dedicated many hours to mastering various virtual platforms to meet students' needs while distance learning. Cathy Goodrich has been a Sacramento County Office of Education employee since July 2002.

### SUPERINTENDENT'S RECOMMENDATION:

It is recommended that the Board approve commendation of the individuals named as Sacramento County Office of Education Classified and Certificated Employees of the Month for December 2020 and that the Board present Certificates of Recognition to these employees.

**SACRAMENTO COUNTY OFFICE OF EDUCATION**  
**PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION**

Board Meeting – November 17, 2020

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Certificated	Special Education	Gorski, Johanna	New Salary/ Increase in Days	Language, Speech & Hearing Therapist 8 h/d 5 d/w 190 d/y PC# 210004	Special Education	07/01/20	T-VI-5
This individual received a salary increase of over \$10,000 due to the impact of an increased number of days in their work year, and a newly bargained salary schedule designed to assist in recruitment and retention of specialists for required speech and language services.							
Certificated	Special Education	Rodriguez, Deron	New Salary/ Increase in Days	Language, Speech & Hearing Therapist 8 h/d 5 d/w 190 d/y PC# 210007	Special Education	07/01/20	T-IV-3
This individual received a salary increase of over \$10,000 due to the impact of an increased number of days in their work year, and a newly bargained salary schedule designed to assist in recruitment and retention of specialists for required speech and language services.							
Certificated	Special Education	Solway, Krista	New Salary/ Increase in Days	Language, Speech & Hearing Therapist 8 h/d 5 d/w 190 d/y PC# 210008	Special Education	07/01/20	T-I-E
This individual received a salary increase of over \$10,000 due to the impact of an increased number of days in their work year, and a newly bargained salary schedule designed to assist in recruitment and retention of specialists for required speech and language services.							
Classified	Special Education	Buzgheia, Linda	Probationary Appointment	Vision Educator 6 h/d 5 d/w 185 d/y PC# 200002	Special Education	10/19/20	CL-17-F
Classified	Information Systems	Cornejo, Sofia	New Hire	Payroll Analyst 8 h/d 5 d/w 244 d/y PC# 150050	Information Systems	10/12/20	CL-32-A
Classified	Business Services	Duke, Clinton	New Hire	Accounting Technician 8 h/d 5 d/w 244 d/y PC# 000779	Business Services	11/04/20	CL-26-A
Classified	Curriculum and Instruction	LoBese, Nicole	Rein- statement	Program Analyst 8 h/s 5 d/w 244 d/y PC# 180022	Curriculum and Instruction	11/09/20	CL-36-A
Classified	Personnel	Parker, Dominique	Promotion	Sr. Personnel Technician 8 h/d 5 d/2 244 d/y PC# 180024	Personnel	10/27/20	CL-32-A
Through a competitive process, this individual was selected for a new position, which increased her salary by more than \$10,000.							
Classified	Personnel	Rotas, Katherine	Promotion	Sr. Personnel Technician 8 h/d 5 d/2 244 d/y PC# 180024	Personnel	10/27/20	CL-32-B



**EXTRA ASSIGNMENTS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date/ Duration</b>
Management	C-SAPA	Adams, Jaclyn	Project Specialist I	C-SAPA	2020-2021 School Year 9 additional days
Management	C-SAPA	Antonovich, Nicole	Coordinator, Assessment, Research & Evaluation	C-SAPA	2020-2021 School Year 9 additional days
Management	C-SAPA	Donek, Salina	Project Specialist II, Assessment, Research & Evaluation	C-SAPA	2020-2021 School Year 9 additional days
Management	C-SAPA	Irish, Craig	Coordinator, Assessment, Research & Evaluation	C-SAPA	2020-2021 School Year 9 additional days
Management	C-SAPA	Moyer, Jonathan	Coordinator, Assessment, Research & Evaluation	C-SAPA	2020-2021 School Year 9 additional days
Management	C-SAPA	Rouseff, Donna	Project Specialist I	C-SAPA	2020-2021 School Year 9 additional days
Management	C-SAPA	Unterbrink, Rachel	Project Specialist II, Assessment, Research & Evaluation	C-SAPA	2020-2021 School Year 9 additional days
Management	C-SAPA	Walker, Richard	Project Specialist II, Assessment, Research & Evaluation	C-SAPA	2020-2021 School Year 9 additional days

**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>
Classified	Resignation	Bade, Ravi	Project Specialist II Program/Application Development	Foster Youth and Homeless Services	11/13/20	Resignation
Classified	Resignation	Bannerman, Claire	Transition Specialist	Auburn PREP	10/30/20	Resignation
Classified	Retirement	Mejia, Deborah	Para-Educator – SH	Natomas High School	10/01/20	Retirement
Classified	Resignation	Pelz, Charity	Sr. Personnel Technician	Personnel – Cy Young Building	10/30/20	Resignation
Classified	Retirement	Ross, Debra	Staff Secretary	RSP – Bunker	12/30/20	Retirement
Classified	Resignation	Zapata, Jennie	Home Educator	Early Learning	10/07/20	Resignation

	<b><u>RECAP</u></b>			
	<b>Management</b>	<b>Certificated</b>	<b>Classified</b>	<b>Total</b>
Regular Appointments	0	3	6	9
Extra Assignments	8	0	0	8
Separations	0	0	6	6
	<hr/>			
<b>TOTAL</b>	<b>8</b>	<b>3</b>	<b>12</b>	<b>23</b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Award of Diplomas	<b>Agenda Item No.:</b> VIII.A.2. <b>Enclosures:</b> 0
<b>Reason:</b> Approval	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry Michael Kast <b>Board Meeting Date:</b> 11/17/20

**BACKGROUND:**

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

Cordova Lane Senior Extension

Jelani Kante King  
Minerva Kropp  
Shahrukh Noorzaee

E.L. Hickey Senior Extension

Andrew Devon Evans  
Octavio Jesus Orozco  
Jelon Antonio Ramirez  
Yuneek'e Princess Savoy

Gerber Senior Extension

Paul Frank Bowa, Jr.  
Jose Galvan-Gonzalez  
Dolores Nicole Grayson  
Roberto Emilio Salazar

North Area Senior Extension

Sandesh Adhikari  
Joshua Alexander Castellanos  
Da Jhun Haney

**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> Surplus Property	<b>Agenda Item No.:</b> VIII.A.3. <b>Enclosures:</b> 0
<b>Reason:</b> Declaration of Equipment Listed as Surplus Property and Authorization to Auction Property Pursuant to Education Code	<b>From:</b> David W. Gordon <b>Prepared By:</b> Tamara Sanchez <b>Board Meeting Date:</b> 11/17/20

**BACKGROUND:**

Education Code sections 35160, 35160.2, 17545, and 17546 allow for sale or disposal of property that is unnecessary or unsuitable for school use. The equipment listed below has been identified to be in a condition considered unnecessary or unsuitable for school use. It would be in the Sacramento County Office of Education's best interest to sell these items to the highest responsible bidder via public auction. Any item(s) for which no qualified bid is received should be considered of insufficient value to defray the costs of arranging a sale and disposed of by the Procurement Department.

<b>Vehicle Description</b>	<b>SCOE Asset Tag Number</b>	<b>License Plate</b>
1995 Ford Truck	95497	363272
1995 Ford Truck	95505	363271

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board declare this equipment to be unnecessary or unsuitable for school use and authorizes the Procurement Department to sell the property as authorized under Education Code sections 35160, 35160.2, 17545, and 17546, and if unable to sell the property, to deem it of insufficient value to defray the costs of arranging a sale and dispose of it.

**SACRAMENTO COUNTY BOARD OF EDUCATION**  
**CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL**  
**November 17, 2020**

**SPECIAL EDUCATION**

**Expenditure**

**NCS Pearson**

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

Renewal

Dates of Service: 11/18/20 – 06/30/21

Source of Funds: Special Education

\$9,750.00

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**SUPPORT SERVICES**

**Tree Care Incorporated**

Contractor will prune trees for safety at the David P. Meaney Education Center. Clearance will be provided around buildings and lights, canopies will be raised over parking, sidewalks, and driveways, and minor shaping as needed will be completed.

Renewal

Dates of Service: 11/18/20 – 06/30/21

Source of Funds: General Support

\$7,765.00

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**RECAP**

	<u><b>Expenditure</b></u>
<b>Special Education</b>	9,750.00
<b>Support Services</b>	7,765.00
<b>TOTAL</b>	<b>17,515.00</b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Grant/Contract Proposal Abstract**

**Agenda Item No.:** VIII.C.1.

**Enclosures:** 2

**Board Meeting Date:** 11/17/20

**Title of Grant/Contract:** Friday Night Live/Club Live/Friday Night Live Mentoring Programs

**Department/Director:** Prevention and Early Intervention/Brent Malicote

**Funding Source:** Sacramento County Department of Health Services

**Amount Requested:** \$417,346

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

**Program Description:**

The Sacramento County Division of Behavioral Health Services, Alcohol and Drug Services, will renew its contract with the Sacramento County Office of Education (SCOE) to support the Friday Night Live (FNL), Club Live (CL), and Friday Night Live Mentoring (FNLN) Programs. FNL and CL programs and services are available to high school and middle school students throughout Sacramento County. These programs include on-campus chapters supported by FNL/CL staff members, leadership training and opportunities for teens, school-wide and countywide events, and professional development opportunities and program support for adult school-site advisors.

FNL Mentoring is a cross-age mentoring program that matches trained and supervised high school students with middle/junior high school students who are struggling socially and/or academically. Statewide evaluation of the program has demonstrated improved personal, academic, and social outcomes for protégés and mentors.

**New Positions:**

None

**Subcontracts:**

None

**Evaluation Component:**

SCOE will utilize the required online Primary Prevention SUD (Substance Use Disorder) Data System (PPSDS) to submit data, use the Friday Night Live Youth Development Survey and the Friday Night Live Youth Development Survey's Supplemental Questions developed by SCOE's Center for Student Assessment and Program Accountability, and use the California Healthy Kids Survey (CHKS) tools to measure the following goals:

- Decrease in binge drinking among youth ages 12-20
- Decrease in youth who report drinking three or more days in the last 30 days
- Increase in the number of students who report never having tried alcohol

- Increase in the number of students who report the program helps them feel more connected and committed to school
- Increase in the number of students who indicate they have opportunities for leadership within the program
- Increase in the number of program participants who report that involvement in the program helped them feel they can make a difference in, and feel more connected to, their community
- Increase in the number of students who report involvement in the program helped them learn reasons why they should not use alcohol, tobacco, and other drugs
- Increase knowledge among mentors and proteges of the risks and harm associated with the use of alcohol, tobacco, and marijuana

**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:** Friday Night Live/Club Live/Friday Night Live Mentoring Programs

**Contact Person/Dept. /Phone #:** Kristin/Wright/Prevention & Early Intervention/2201

**Fiscal Year:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 4.13	218,639		218,639
Temporary Employees	1,200		1,200
Employee Benefits	91,745		91,745
Books and Supplies	13,962		13,962
Travel and Conference	12,000		12,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	26,514		26,514
Communications (postage/phones)	14,178		14,178
Printing Services	5,000		5,000
Indirect % 8.90	34,108		34,108
Other:			0
<b>Totals</b>	\$ 417,346	\$ 0	\$ 417,346

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Assistant II	0.31	G23F	18,596	
Project Assistant I	1.20	G15A/B/D/E	47,032	
Staff Secretary	1.25	G23B/C/E/F	57,147	
Coordinator	0.05	36M	5,867	
Project Specialist I	1.32	18M	89,997	
<b>Totals</b>	4.13		\$218,639	\$0

Revised 07/15

Initials of Grants Financial Staff: TO

Date: 10/7/20

VIII.C.1.3.

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**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Grant/Contract Proposal Abstract**

Agenda Item No.: VIII.C.2.

Enclosures: 1

Board Meeting Date: 11/17/20

**Title of Grant/Contract:** Tobacco-Use Prevention Education Administration County Technical Assistance Leadership

**Department/Director:** Prevention and Early Intervention/Brent Malicote

**Funding Source:** California Department of Education

**Amount Requested:** \$219,380

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

**Program Description:**

The California Department of Education (CDE) provides funding for the Tobacco-Use Prevention Education Administration County Technical Assistance Leadership programs which are funded by the California Tobacco Tax (Proposition 99 of 1988) and the Tobacco Tax Increase (Proposition 56 of 2016). Fifteen percent of the Proposition 56 funds are to be directed to identify and reduce disparities among disparate youth populations.

Sacramento County Office of Education (SCOE) responsibilities include the following:

- Plan, develop, and implement capacity building
- Provide technical assistance and training in the use of curriculum and impact assessment
- Program improvement services
- Program monitoring and evaluation
- Coordination of Tobacco Use Prevention Education activities and resources for Sacramento County education agencies
- Provide staff development for school and district personnel

**New Positions:**

None

**Subcontracts:**

None

**Evaluation Component:**

SCOE will coordinate with SCOE's Center for Student Assessment and Program Accountability to develop and administer survey tools, compile and analyze data, and compile an annual summary report for CDE to report on the outcomes focused on reducing youth tobacco use and addressing the current vaping epidemic.

**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:** Tobacco-Use Prevention Education Administration County Technical Assistance Leadership Grant

**Contact Person/Dept. /Phone #:** Kristin Wright/Prevention and Early Intervention/2201

**Fiscal Year:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.78	114,290		114,290
Temporary Employees			0
Employee Benefits	44,684		44,684
Books and Supplies	6,126		6,126
Travel and Conference	1,100		1,100
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	35,000		35,000
Communications (postage/phones)			0
Printing Services	250		250
Indirect % 8.90	17,930		17,930
Other:			0
<b>Totals</b>	<b>\$ 219,380</b>	<b>\$ 0</b>	<b>\$ 219,380</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	0.50	36M	58,670	
Project Specialist I	0.28	18M	18,620	
Project Assistant I	1.00	G15/A/B	37,000	
<b>Totals</b>	<b>1.78</b>		<b>\$114,290</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: To

Date: 10/5/20

VIII.C.2.2.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Grant/Contract Proposal Abstract**

Agenda Item No.: VIII.C.3.

Enclosures: 1

Board Meeting Date 11/17/20

**Title of Grant/Contract:** Prevention Coalition

**Department/Director:** Prevention and Early Intervention/Brent Malicote

**Funding Source:** Sacramento County Department of Health Services

**Amount Requested:** \$240,940

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

**Program Description:**

The Sacramento County Division of Behavioral Health Services, Alcohol and Drug Services (ADS), will renew its contract with the Sacramento County Office of Education (SCOE) to implement and support a broad-based countywide Prevention Coalition. SCOE will work in collaboration with ADS, community-based agencies, service providers, and individuals to convene the Prevention Coalition to create and implement activities addressing prevention and reduction of youth substance use in Sacramento County. The Coalition will utilize community-based processes, education, and information dissemination, and environmental strategies. The Coalition will also collaborate across systems and environmental settings to act to reduce substance use and binge drinking by youth.

**New Positions:**

None

**Subcontracts:**

None

**Evaluation Component:**

SCOE will utilize the required online Primary Prevention SUD (Substance Use Disorder) Data System (PPSDS) to submit data, use the California Healthy Kids Survey (CHKS), and the evaluation support of SCOE's Center for Student Assessment and Program Accountability to measure the following goals:

- Decrease in binge drinking among youth ages 12-20
- Decrease in youth who report drinking three or more days in the last 30 days
- Increase in the number of students who report never having tried alcohol
- Increase in the number of community members who receive capacity building opportunities in substance abuse prevention education
- Increase in the number of individuals within Sacramento County who are exposed to prevention messaging through countywide prevention campaigns

**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: Prevention Coalition

Contact Person/Dept. /Phone #: Kristin Wright/Prevention & Early Intervention/2201

Fiscal Year: 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.33	90,328		90,328
Temporary Employees	7,300		7,300
Employee Benefits	35,217		35,217
Books and Supplies	5,425		5,425
Travel and Conference	5,000		5,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	73,829		73,829
Communications (postage/phones)	2,150		2,150
Printing Services	2,000		2,000
Indirect % 8.90	19,691		19,691
Other:			0
<b>Totals</b>	<b>\$ 240,940</b>	<b>\$ 0</b>	<b>\$ 240,940</b>

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist I	0.28	18M	18,620	
Staff Secretary	0.50	G23E/F	27,219	
Coordinator	0.30	36M	35,202	
Project Assistant I	0.25	G15A/B	9,287	
<b>Totals</b>	<b>1.33</b>		<b>\$90,328</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: To

Date: 10/5/20

VIII.C.3.2.

*Handwritten initials: MG, AS*

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Fortune Countywide Charter School	<b>Agenda Item No.:</b> VIII.D. <b>Enclosures:</b> 23
<b>Reason:</b> Annual Report	<b>From:</b> David W. Gordon <b>Prepared By:</b> Teresa Stinson <b>Board Meeting Date:</b> 11/17/20

**BACKGROUND:**

Nancy Brownell was approved by the Sacramento County Board of Education to assist the Sacramento County Superintendent of Schools and the Board with the oversight and monitoring of the Fortune School of Education Countywide Charter (Fortune). Ms. Brownell prepared the attached Annual Oversight Report of the Fortune charter. (Attachment 1) At the Board meeting, Ms. Brownell will present the Annual Oversight Report, and a representative of Fortune will provide updates regarding the charter.

## **FORTUNE SCHOOL OVERSIGHT REPORT**

Submitted by Nancy Brownell

## **ANNUAL OVERSIGHT REPORT TO THE SACRAMENTO COUNTY BOARD OF EDUCATION**

This report summarizes the Fortune School of Education (Fortune) 2019-2020 school year activities and includes an update on the start of the 2020-2021 school year and the Learning Continuity and Attendance Plan for 2020-2021. There are adjustments to this report given the impact of the COVID virus, the missing California Department of Education assessment and dashboard data, and the move to a distance learning model from March 2020 through the current school year.

The Memorandum of Understanding (MOU) with Fortune (2016-2021) outlines the reporting requirements for the Annual Report divided into the following five categories:

- I. Progress Toward Meeting Charter Goals/Local Control and Accountability Plan (LCAP) Goals
  - Past state assessment data (aggregate/disaggregate/significant groups)
  - Report on expulsions and suspensions (LCAP goal)
  - Summary data from annual student/parent satisfaction survey (LCAP goal) – impacted by COVID virus
  - Other key statistics identified in 2018-2019 LCAP goals
- II. Evidence Fortune is Financially Sound
- III. Key Demographic Data
  - Required elements per the MOU:
    - Overview of the admissions practices and the public random lottery, including the number of students participating in the lottery by school and number of students on waiting lists
    - Number of students enrolled and demographics
    - Summary of annual enrollment gains/losses
- IV. General Information
  - Professional development activities
  - Information on Fortune dissemination of best practices
  - Summary of major board decisions and policies
  - Data on parental involvement in governance and operation of the schools
  - Executive Summary of the 2019-2020 LCAP
- V. Fortune Team to Provide Information to the Board on these Items Identified in the MOU
  - Providing high quality distance learning
  - Reopening campuses safely, in accordance with County Health Department guidance
  - Addressing COVID learning loss
  - Fortune's Equity work
  - How the Sacramento County Board of Education can support the success of the charter



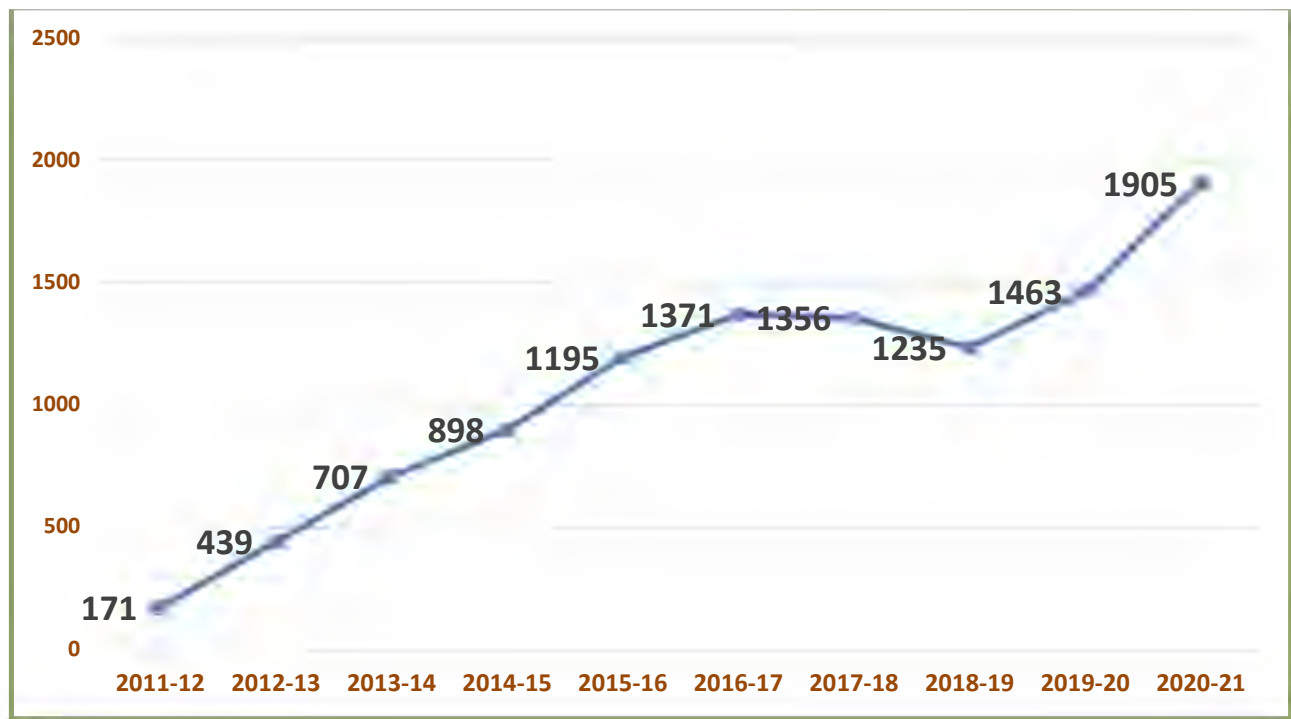
## OVERVIEW

Fortune operates eight sites serving the following grade levels in 2020-2021:

		Date Opened*	2020-2021 Grade Levels
Fortune School	FS	2011-2012	TK - 5
William Lee College Prep	WLCP	2012-2013	TK - 5
Alan Rowe College Prep	ARCP	2013-2014	TK - 8
Ephraim Williams College Prep	EWCP	2014-2015	6 - 8
Hazel Mahone College Prep	HMCP	2015-2016	TK - 6
Rex and Margaret Fortune Early College High School	FECHS	2017-2018	9 - 12
Tecoy Porter College Prep	TPCP	2020-2021	TK - 2
Fortune Middle School	FMS	2020-2021	6 - 8

\*SOURCE: FORTUNE SCHOOLS

## FORTUNE CHARTER SCHOOL ENROLLMENT GROWTH OVER TIME



SOURCE: FORTUNE SCHOOLS

Fortune schools increased enrollment in 2020-2021 by **442** students from 2019-2020.



## CONTEXT – LEARNING CONTINUITY AND ATTENDANCE PLAN FOR 2020-2021

The Fortune Learning Continuity and Attendance Plan describes how the schools adapted their programs to be taught in a distance learning model that includes both synchronous classes through Google Classroom and Google Meet, and asynchronous classes that lean heavily on Reading Eggs, a K-1 online learning program and MobyMax, a K-8 online learning program, to enhance scholar learning. Instruction continues to align to the Five Pillars: High Expectations, Choice & Commitment, More Time, Focus on Results, and Citizenship.

- **Grades K-1 ELA/Humanities/Science:** EL Education is the core curriculum for ELA, Humanities and Science in Grades K-1. EL Education is designed to provide scholars with rigorous content and small group instruction. Scholars have daily “Module” lessons, which focus on reading comprehension, daily “Skills” blocks for foundational skills, and daily “lab” lessons, which integrate social studies and science lessons into reading instruction. Schools have adapted in-person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through asynchronous learning using MobyMax and Reading Eggs.
- **Grades 2-4 ELA/Humanities:** A hybrid of modified curriculum from Houghton Mifflin Harcourt Journeys and iReady Reading and Writing is the core ELA curriculum for grades 2-4. This curriculum is designed to focus on Close Reading and Habits of Discussion, foundational skills instruction, and writing to ensure scholars are well prepared for the curriculum they will experience in grades 5-8. Schools have adapted in-person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through asynchronous learning using MobyMax for grades 2-8.
- **Grades 2-4 Science:** A combination of MobyMax Science and Unit Based Asynchronous Assignments using materials from Foss Kits are the core distance learning curriculum for Science. MobyMax Science provides asynchronous content that is tailored to the scholars’ performance levels and unit based asynchronous assignments provide scholars with hands-on experiences to continue learning science concepts.
- **Grades 5-8 ELA/Humanities:** Achievement First’s Navigator (AF Navigator) ELA Curriculum is the core curriculum for ELA/Humanities for grades 5-8. AF Navigator’s ELA curriculum is designed to provide rigorous content with scholars engaging in reading and writing discourse and teachers serving as a facilitator to the process.
- **Grade 5 Science:** Amplify Science Anywhere is the core curriculum and is designed to provide scholars with a literacy-rich approach, hands on investigations (where possible in distance learning), and engaging digital experiences to help scholars think, read, write, and argue like scientists and engineers.
- **Grades 6-8 Science:** Lab-Aids Science is the core curriculum and it is designed to provide scholars with a literacy-rich approach, hands-on investigations, and digital experiences to help scholars think, read, write, and argue like scientists and engineers. Scholars also experience “Everyone Can Code Curriculum” with Apple partners.
- **Grades K-8 Math:** Achievement First’s Navigator (AF Navigator) Math Curriculum is the core curriculum for Grades K-8. AF Navigator is designed to provide scholars with rigorous instruction that is highlighted by curriculum is designed to provide rigorous content with scholars engaging in math problem solving using discourse and teachers serving as a facilitator to the process.
- **High School** courses were designed in partnership with Cal Poly San Luis Obispo and Cosumnes River College to provide scholars with content that is focused on learning by doing. Fortune scholars have two pathways they may engage in: one that leads to completion of an Associate’s degree in concert with coursework at Cosumnes River College, and one that leads to a high school diploma that completes all a-g requirements.

MobyMax is a foundational program component used in the spring, and as a program option scholars were encouraged to use over the summer. As scholars progress through the online lessons, MobyMax tracks their academic grade levels and estimates which standards they have mastered. This data allows teachers to monitor student progress and identify scholars needing additional support and/or re-teaching.

Additionally, Fortune administers NWEA interim assessments three times a year, at the end of each trimester. These computer-adaptive assessments resemble and help predict scholars' scores on the state summative tests. These interim assessments help identify which scholars need the most assistance to meet state standards in their grades by the end of the school year.

### **PART 1 – PROGRESS TOWARD MEETING CHARTER GOALS/LCAP GOALS – SUMMARY CHART ON PAGE 23-24**

The 2017-2021 LCAP was used as a basis for this review along with the Learning Continuity and Attendance Plan. ***Some data from past reports are included in this report for context*** given the impact of the COVID virus on transitioning from LCAP to the Learning Continuity and Attendance Plan and the suspension of state testing.

#### **LCAP GOALS**

##### **Instruction**

Improve and support student learning to close the achievement gap by providing high-quality classroom instruction that raises rigor to a college-ready bar. Eleven (11) measurable outcomes are in place to measure progress toward this goal.

##### **Culture**

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support. Eight (8) measurable outcomes are in place to measure progress toward this goal.

##### **Operations**

Create safe, clean, and welcoming learning environments. Four (4) measurable outcomes are in place to measure progress toward this goal.

A summary table of the status of LCAP goals and measurable outcomes is on page 23-24 of the report.

#### **LCAP Goal: Instruction**

Pursuant to the MOU, the annual oversight report will include a report of state assessment data. For context, a summary of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) results for English Language Arts (ELA) and Math are shown in the report.

##### ***LCAP Expected Annual Measurable Outcome:***

In the 2014-2015 school year, Fortune established a baseline of 31% meeting or exceeding standards for ELA and 22% meeting or exceeding standards for Math on the Smarter Balanced Assessments. The goal is to grow annually by five (5) percentage points. Note, the goal of increasing five percentage points each year would result in a 20 percentage point increase (in 2018-2019) over the baseline year.

**FORTUNE ENGLISH LANGUAGE ARTS (ELA) AND MATH TEST RESULTS (ALL STUDENTS) FOR 2016-2017—2018-2019**

		ELA Results – All Students							Math Results – All Students						
Smarter Balanced Assessment Results		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total
# Tested*	Fortune 2016-2017	175	136	110	80	48	35	584	174	136	109	80	48	35	582
# Tested*	Fortune 2017-2018	149	135	103	104	47	37	575	147	133	101	104	47	37	569
# Tested*	Fortune 2018-2019	125	106	113	79	70	36	529	125	102	113	79	70	36	525

\*# tested with scores

		ELA Results – All Students							Math Results – All Students						
Smarter Balanced Assessment Results		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total
Standard Met	Fortune 2016-2017	36.00%	41.18%	38.18%	31.25%	25.00%	25.71%	35.45%	37.36%	32.35%	22.02%	21.25%	8.33%	14.29%	27.32%
Standard Met	Fortune 2017-2018	35.57%	46.67%	39.81%	34.62%	46.81%	21.62%	38.78%	40.14%	57.89%	24.75%	27.88%	31.91%	18.92%	37.26%
Standard Met	Fortune 2018-2019	48.80%	44.34%	51.32%	21.52%	51.43%	55.56%	45.18%	61.60%	46.08%	57.52%	25.32%	30.00%	30.55%	45.90%
Change from prior year		13.23%	-2.33%	11.51%	-13.10%	4.62%	33.94%	6.40%	21.46%	-11.81%	32.77%	-2.56%	-1.91%	11.63%	8.64%

**SOURCE: SACRAMENTO COUNTY OFFICE OF EDUCATION**

**Actual Annual Measurable Outcome:**

**1.1 FORTUNE ENGLISH LANGUAGE ARTS (ELA) AND MATH TEST RESULTS FROM 2014-2015 (BASELINE) TO 2018-2019**

**English Language Arts (ELA)**

	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015 ELA	31%	
2015-2016 ELA	31%	0.00%
2016-2017 ELA	35.45%	4.45%
2017-2018 ELA	38.78%	3.33%
2018-2019 ELA	45.18%	6.40%
Total ELA Growth		14.18%

In 2017-2018, 38.8% of students met state standards in ELA and in 2018-2019, 45.2% met standards. This is a gain of 6.4 points, exceeding the goal of 5% for the 2018-2019 year. This chart is included as context since there was no Smarter Balanced testing in spring 2020.

**Mathematics**

	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015 Math	22%	
2015-2016 Math	25%	3.00%
2016-2017 Math	27.32%	2.32%
2017-2018 Math	37.26%	9.94%
2018-2019 Math	45.90%	8.64%
Total Math Growth		23.90%

In 2017-2018, 37.3% of students met state standards in Math and in 2018-2019, 45.9% met standards. This is a gain of 8.7 points, exceeding the goal of 5% for the 2018-2019 year. This chart is included as context since there was no Smarter Balanced testing in spring 2020.

**SOURCE: SACRAMENTO COUNTY OFFICE OF EDUCATION**

**Expected Annual Measurable Outcome:**

*100% of EL students will demonstrate progress toward English proficiency.*

**Actual Annual Measurable Outcome:**

The English Language Proficiency Assessments for California (ELPAC) was established in 2018 (replacing CELDT) to measure students' English proficiency. *In November 2018, the State Board of Education (SBE) approved new performance levels so scores from 2017-2018 and 2018-2019 are not comparable.*

## 1.2 FORTUNE PERFORMANCE OF ENGLISH LEARNERS ON ELPAC

Level	2017-2018	2018-2019
Level 4: <b>Well</b> Developed English Skills	43%	13%
Level 3: <b>Moderately</b> Developed English Skills	29%	34%
Level 2: <b>Somewhat</b> Developed English Skills	20%	36%
Level 1: <b>Minimally</b> Developed English Skills	9%	18%

SOURCE: FORTUNE SCHOOLS

Fortune identified 7% of the total population (102 of 1463 students) as English Learners in 2019-2020, with six students as Reclassified Fluent English Proficient (RFEP).

## 1.3 FORTUNE ENGLISH LEARNER TRENDS FROM 2014-2015 TO 2019-2020

	Enrollment All Students	English Learners	English Learner %	Students Newly RFEP	Students Newly RFEP %
2014-2015	898	72	8%	19	33%
2015-2016	1,195	91	8%	34	47%
2016-2017	1,371	118	9%	4	4%
2017-2018	1,356	98	7%	21	18%
2018-2019	1,235	100	8%	1	1%
2019-2020	1,463	102	7%	6	8%

SOURCE: FORTUNE SCHOOLS

Fortune schools will administer the optional summative ELPAC in fall 2020. This is the test that they were unable to give in the spring because of school closures. The results from the summative ELPAC assessment will help determine English proficiency progress of English Learners.

## LCAP Goal: Culture

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support.

### **Expected Annual Measurable Outcome:**

*The majority of parents who respond to the annual parent survey will say they are satisfied with their child's school. Eighty (80)% of parents will express confidence that the schools are safe and secure.*

### **Actual Annual Measurable Outcome:**

Fortune administers an annual Parent Survey at the end of each school year. June 2019 surveys led to the annual Parent Academy. The surveys were different in 2020 as a result of COVID school closures. The survey data helped guide decision making based on needs of families, students, and staff. These surveys and ongoing communication kept the school communities informed through the summer and early fall as data about the impact of the virus in Sacramento County was analyzed, shared, and options for opening schools were evolving and changing. This data was helpful even though the school opened in August under county health guidelines for distance learning.

### **Parent Academy (September 2019)**

Fortune School conducted its Parent Academy on September 7, 2019 in Sacramento at the Ephraim Williams Education Center. This was Cohort VI of the Parent Academy. Nearly 300 parents attended Parent Academy. The topics covered included college and career planning, common core math and English Language Arts, as well as online academic intervention programs--Moby Max and Reading Eggs. In retrospect the parent trainings on these online intervention programs would become particularly important as Fortune School transitioned to distance learning due to COVID school closures. Evaluations showed that 99% of parents who attended indicated that they gained useful insights and over 80% said they would recommend other parents attend. Childcare was provided as well as breakfast, lunch, and snacks.

### **Family, Student, Staff Surveys (March – June 2020)**

Surveys were given to gather the information needed to serve families, students, and staff in the pandemic emergency. Family Technology Surveys were given in March and June, as well as a School Reopening Survey in June. In September, the virtual Parent Academy was held to obtain feedback on Learning Plans for the fall.

#### **March 2020 – Family Technology Surveys**

- 747 responses, revealing that 48% of families needed a Chromebook
- Drive-through distribution days scheduled to enable families to pick up Chromebooks that scholars could use during distance learning
- Distributed over 1,000 Chromebooks

#### **June 2020 – School Reopening Family Survey**

- Responses from 990 scholars, nearly half of current total enrollment
- 23% of families choose the distance learning only option
- Hybrid Model – 84% of families overwhelmingly wanted in-person Monday/Tuesday morning option. The responses to questions did not vary significantly by school site or grade.

#### **June 2020 – Scholar Survey about Distance Learning**

Middle and high school scholars shared their reflections on spring distance learning experiences, highlighting what worked and what did not work or challenged students' learning opportunities. Scholars reported how much they used specific aspects of distance learning, and then rated those aspects on a 5-point scale (1 = worst, 5 = best). For context, in spring of 2020, middle schoolers watched teacher-created videos, worked in MobyMax, completed Google Classroom assignments, and had the option of attending office hours with their teachers.

- Assignments: 83% of scholars said it was moderately to very easy to use Google Classroom to access and turn in assignments, and 70% said they usually or almost always turned in their assignments.
- Office Hours: Over a third of scholars attended office hours just once in a while, and nearly half never attended. Of those who attended office hours, 76% reported they were helpful.
- Videos: Over half of middle schoolers reported that videos presented information clearly, and a third found the videos interesting.
- MobyMax: Nearly half of middle schoolers used MobyMax every week. 47% reported that it was helpful, and another 28% reported that it was somewhat helpful (i.e. a rating of 3 out of 5).



### **June 2020 – Staff Survey about Distance Learning**

- Staff were asked to share reflections on spring distance learning experiences, principals and teachers responded and shared the strengths, challenges, and potential next steps.
- Between 62% and 81% of staff reported being quite or extremely satisfied with the rollout of all five components of distance learning. The lowest level of satisfaction was for Office Hours, and the highest level was for Videos.
- Between 50% and 75% of staff reported being quite or extremely satisfied with all five components' effectiveness for scholar learning. The lowest level of satisfactions was for Assignments, and the highest level was for MobyMax.

<b>Staff Survey Results</b>	<b>Videos</b>	<b>Assignments</b>	<b>Office Hours</b>	<b>Moby Max</b>	<b>Reading Eggs</b>
Quite or Extremely Satisfied with <b>Rollout</b>	81%	70%	62%	74%	73%
Quite or Extremely Satisfied with the <b>Effectiveness</b>	61%	50%	56%	75%	65%

### **July 2020 – Family Technology Surveys**

- Responses for 895 scholars, which is nearly 40% of current total enrollment
- Provided 100% of families one to one chromebooks for the 2020-2021 school year
- Survey revealed that 8% of scholars lacked reliable internet at home
- To date, provided hot spots for 130 families

### **Learning Continuity and Attendance Plan Parent Academy (September 2020)**

In early September 2020, approximately 100 parents participated in an online Parent Academy to provide feedback on the Learning Continuity Plan. Multiple communications, both centrally through parent communication system ParentSquare and with principals at each site through their own channels (e.g., ClassDojo, Morning Meeting), provided information on how to participate. The Zoom meeting was held, parents provided their feedback via chat during and after the presentation, and attendees were asked to provide recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan. This feedback helped guide revision to the Learning Plan. Comments included:

- People expressed gratitude for the information shared during the presentation.
- Several people mentioned that they wanted recorded lessons to be posted as soon as possible. Others were concerned that their scholars needed more training in handwriting.
- A number of attendees mentioned technology difficulties when trying to attend virtual classes.
- A few mentioned that they had not received help quickly after contacting the tech support team.
- Several wished that there could be an easier process to access MobyMax.
- A few stated that their scholars received too much schoolwork.
- Even attendees who had critical comments also expressed thanks for all the work that teachers and staff are doing during this most unusual school year.

## ATTENDANCE

### **Expected Annual Measurable Outcome:**

95% attendance rate at all schools.

### **Actual Annual Measurable Outcome:**

The 2019-2020 attendance average rate for students enrolled in the Fortune schools was 94%, but not all schools individually achieved 94%. The goal was substantially met.

Attendance continued to be a significant area of focus for the Fortune team in 2019-2020. Attendance strategies are prominently displayed at each site. Year-to-date statistics are posted prominently as well as class incentives to improve attendance.

### 1.4 FORTUNE ANNUAL ADA 2019-2020

Fortune Schools	Days of ADA Possible	Days of Actual Attendance	Average Daily Attendance*	% ADA
FS	29,758	28,275	246	95%
WLCP	28,548	26,543	224	93%
ARCP	43,714	40,682	334	93%
EWCP	19,781	18,915	153	96%
HMCP	37,496	35,129	293	94%
FECHS	12,238	11,599	88	95%
<b>TOTAL</b>	<b>216,853</b>	<b>204,505</b>	<b>1344</b>	<b>94%</b>
*119 days for all schools				

### **Expected Annual Measurable Outcome:**

Chronic absenteeism is at a rate of 5% or less.

### **Actual Annual Measurable Outcome:**

In 2018-2019, 16% of Fortune students were chronically absent. The Sacramento County average was 13%. For purposes of LCAP reporting, a student is chronically absent if the student is absent 10% or more of the school days in the year.

In 2019-2020, 19% of Fortune students were chronically absent based on preliminary data. *Statewide data for other districts are not available given the COVID virus schooling disruptions.*

Fortune did not meet the goal of 5% or less. Chronic absenteeism continues to be a focus for Fortune schools.

### 1.5 HISTORICAL TRENDS

2011-2012	94%
2012-2013	94%
2013-2014	95%
2014-2015	94%
2015-2016	94%
2016-2017	94%
2017-2018	95%
2018-2019	94%
2019-2020	94%

SOURCE: FORTUNE SCHOOLS

### 1.6 FORTUNE CHRONIC ABSENCE DATA 2018-2019

Chronic Absenteeism Rates	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Fortune	1,379	221	16%
Elk Grove	66,187	6,767	10.4%
Twin Rivers	25,833	4,272	17.2%
Natomas	11,342	1,432	13.1%
Sacramento City	43,688	7,228	17.2%
Weighted Average**	165,660		14%
Sacramento County	224,302	29,694	13.5%
Statewide	5,678,140	676,060	12.0%
** Weighted average of Fortune and 4 major student districts of residence			

Source: CA Department of Education

### 1.7 FORTUNE THREE YEAR CHRONIC ABSENCE DATA

Chronic Absenteeism Rates	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Fortune 2019-2020	1,987	382	19.2%
Fortune 2018-2019	1,379	221	16%
Fortune 2017-2018	1,356	190	14%

Source: Fortune Schools and CA Department of Education



### SUSPENSION/EXPULSION RATES

**Expected Annual Measurable Outcome:**

*Student suspension rate of 2% or lower and student expulsion rates will not exceed .1%.*

**Actual Annual Measurable Outcome:**

Fortune preliminary suspension rate (not certified by CDE) for 2019-2020 was 4.68%. Fortune did not meet the goal of 2% or lower suspension rate. Fortune suspension rate of 4.68% was a significant decrease from 12.22% in 2018-2019. Fortune had no expulsions in 2019-2020, meeting the goal for expulsions.

#### 1.8 FORTUNE SUSPENSION/EXPULSION RATES – 2019-2020

Suspension/Expulsion	Year	Cum. Enroll.	Suspended	Suspension Rate	Expulsions	Expulsion Rate
Fortune	2015-2016	1,263	97	7.68%	2	0.16%
Fortune	2016-2017	1,522	48	3.15%	1	0.07%
Fortune	2017-2018	1,430	67	4.69%	0	0.00%
Fortune	2018-2019	1,375	168	12.22%	2	0.15%
Fortune	2019-2020	1,987	83	4.68%	0	0.00%
Elk Grove Unified	2018-2019*	66,187	6,017	5.1%	33	.05%
Natomas Unified	2018-2019	11,342	983	6.1%	22	.19%
Sacramento City	2018-2019	43,688	4,210	5.7%	18	.04%
Twin Rivers	2018-2019	25,833	3,914	8.0%	42	.15%
Sacramento County	2018-2019	224,302	22,740	5.7%	202	.09%

**SOURCE: FORTUNE SCHOOLS/CA DEPARTMENT OF EDUCATION – \*2019-2020 DATA IS NOT YET AVAILABLE FROM CDE**

### LCAP Goal: Operations

Create safe, clean, and welcoming learning environments.

Fortune reports that 100% of school sites earned a “good” rating on the State of California Facilities Inspection Tool in 2019-2020. Site visit observations at Tecoy Porter College Prep and Fortune Middle Schools confirmed that school sites are safe and well maintained to meet student learning needs and support the educational programs. A visit to the Fortune Educational Complex in Elk Grove showed progress on the new building that will become the permanent home of the Rex & Margaret Fortune Early College High School and Fortune Middle School.

### PART 2 – EVIDENCE FORTUNE IS FINANCIALLY SOUND

Fortune has consistently demonstrated sound financial management, solid budget monitoring practices, positive annual audits, and ending balances consistent with the reserve requirements of the MOU.

The MOU requires that the economic reserve for uncertainty (line 11) be equivalent to 5% of the total Local Control Funding Formula (LCFF) amounts (line 13). That requirement has been met in each year of operation.

At the close of 2019-2020, the overall ending balance (line 6) was 9% of expenditures (line 7). The 2020-2021 adopted budget will be revised at the First Interim Budget Revision (December 2020) to reflect actual income.

## 2.1 FORTUNE FINANCIAL TREND DATA

	Summary Budget Update	2017-2018 End of Year Actuals	2018-2019 End of Year Actuals	2019-2020 End of Year Actuals	2020-2021 Adopted Budget June 2020
1	Income	17,438,278	17,938,334	19,548,192	26,732,734
2	Expenditures	17,152,710	18,894,757	19,233,336	26,066,556
3	Income Less Expenditures	285,568	(956,422)	314,856	666,178
4					
5	Beginning Balance	1,369,688	1,655,256	1,423,833	1,738,689
6	Ending Balance	1,655,256	1,423,833	1,738,689	2,404,867
7	Ending Balance as % of Expenses	10%	8%	9%	9.2%
8	Prepaid Expenditures/ Commitments	108,431	116,697	347,212	38,024
9	Restricted	28,785	21,556	0	0
10	Unassigned	913,761		665,342	1,493,805
11	Reserve for Economic Uncertainty (5%)	604,279	610,507	726,135	873,038
12	LCFF Sources	12,085,582	12,210,132	14,522,699	17,460,752
13	Reserve as % of LCFF Sources (MOU -5%)	5%	5%	5%	5%

SOURCE: FORTUNE SCHOOLS/SCOE

An important element of school funding is the stability of the unduplicated pupil count. Supplemental and Concentration funds are generated based on this percentage. Charter schools are “capped” at the percentage of the authorizing district, or in a countywide benefit charter, capped at the highest district rate where a school is located. For Fortune, this is Twin Rivers Unified School District, which has a rate of 87%. The unduplicated pupil count percentage is based on a three-year average of students identified as Free/Reduced meal eligible, English Learner, and Foster Youth.

## 2.2 FORTUNE LCFF UNDUPLICATED PUPIL COUNT 2019-2020

	Enrollment	Count*	Unduplicated Count as a % of Enrollment
2019-2020	1,463	1,150	88.49%
2018-2019	1,235	1,017	87.4%
2017-2018	1,356	1,073	87.34%
Three Year Average	1,351	1,080	87.74%
Cap for Concentration Funds**			87.4%
*Free/Reduced, English Learner, Foster Youth			
**Based on district with highest %, Twin Rivers Unified			

SOURCE: FORTUNE SCHOOLS

### **PART 3 – KEY DEMOGRAPHIC DATA**

#### **2019-2020 ADMISSIONS PROCESS, LOTTERY, CURRENT WAITING LIST FOR 2020-2021**

Per Fortune, the following describes the admissions and lottery process.

For students to be admitted to Fortune in 2019-2020, they were first required to complete a Student Application in concert with their parents and submit the required documents, which include proof of birth date, proof of residency, immunization records, and physical examination (for TK/K only). If the number of applications did not exceed the capacity of the charter school, there was no lottery and all students who submitted complete applications were enrolled.

In the event that the number of students seeking admission to any grade level exceeded capacity, a lottery was held. It was completed in a public forum by pulling slips of paper with applicants' names on them out of a container. All eligible names were drawn from the container, and those exceeding the number of available spaces were placed on a waiting list in the order drawn. Fortune may grant priority in admissions to current students and residents of Sacramento County, as provided under the law when the lottery was conducted. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided students admitted under any such preference do not constitute more than 10% of the school's total enrollment. Currently enrolled students do not participate in the random drawing, as they are automatically reserved a space for the following year. If a lottery was not triggered by the February 10, 2019 deadline for the open enrollment period, students were enrolled on a first come, first served basis.

Fortune reviewed and revised its Admission and Lottery Process based on new legislation enacted in July 2019 (SB 75), and developed a revised process that is aligned with the new Education Code requirements. The Fortune team reviewed the enacted legislation, compared it to their existing process and revised the process to align with SB 75 requirements. The CDE Charter School Complaint Notice and Form is posted on the Fortune website.

A lottery was held for the 2019-2020 school year at two (2) of the Fortune Charter Schools – Hazel Mahone and Ephraim Williams, with 12 student names entered in the lottery. Students were enrolled into open slots or placed on a waiting list in the order in which the names were pulled. As of November 2020, all students for 2020-2021 are now enrolled.

### 3.1 FORTUNE SPRING 2020 LOTTERY FOR 2020-2021

2018-2019 Lottery	FS	WLCP	ARCP	EWCP	HMCP	FECHS	TOTAL
TK/K							0
1st					4		4
2nd							0
3rd							0
4th							0
5th							0
6th							0
7th				6	2		8
8th							0
9th							0
10th							0
Total	0	0	0	6	6	0	12

SOURCE: FORTUNE SCHOOLS

Fortune reported a total of 1,463 students for 2019-2020. Enrollment for 2020-2021 is 1,905, an increase of **442** students with the opening of the two new schools.

### 3.2 FORTUNE ENROLLMENT COUNTS 2020-2021

	FS	WLCP	ARCP	EWCP	HMCP	FECHS	TPCP	FMS	TOTAL
2019-2020 Enrollment	246	243	381	173	321	99	n/a	n/a	1463
2020-2021 Enrollment	303	287	317	181	394	185	57	181	1905
Increase (Decrease)	57	44	-64	8	73	86	57	181	442

2020-2021 Budget Projection Count	310	310	300	160	350	174	150	150	1904
2020-2021 Enrollment	303	287	317	181	394	185	57	181	1905
Increase (Decrease)	-7	-23	17	21	44	11	-93	31	1

Note: Enrollment is based on Census Day numbers.

SOURCE: FORTUNE SCHOOLS

The MOU states Fortune shall continue to make every reasonable effort to specifically reach and recruit pupils from diverse racial and ethnic backgrounds in order to enable it to achieve a racial and ethnic balance among its pupils that is reflective of the general population of Sacramento County.

### 3.3 FORTUNE HISTORICAL TRENDS OF STUDENT ETHNICITY THROUGH 2019-2020

Year	Total Enroll.	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2014-2015	898	60.80%	0.70%	2.90%	0.60%	22.70%	0.80%	1.60%	9.60%	0.30%
2015-2016	1195	61.10%	0.40%	1.90%	0.30%	25.20%	0.60%	1.10%	8.50%	0.90%
2016-2017	1371	65.10%	2.10%	2.10%	1.20%	23.60%	1.10%	1.50%	3.30%	0.00%
2017-2018	1356	65.00%	1.60%	2.10%	0.70%	23.10%	1.00%	1.30%	5.20%	0.00%
2018-2019	1235	62.83%	1.21%	1.86%	0.89%	25.10%	1.05%	1.13%	5.91%	0.00%
2019-2020	1463	65.12%	0.96%	2.53%	0.00%	23.96%	0.75%	1.43%	5.26%	0.00%

SOURCE: FORTUNE SCHOOLS

Fortune students reside primarily in the boundaries of four school districts (Elk Grove Unified, Sacramento City Unified, Twin Rivers Unified, and Natomas Unified). October 2019 enrollment counts by ethnicity are shown below for these districts and for Fortune.

### 3.4 FORTUNE DEMOGRAPHICS COMPARED TO FOUR DISTRICTS FROM 2019-2020

<i>2019-2020 Demographics</i>	Total Enroll.	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Elk Grove	64,480	11.3%	0.50%	25.50%	5.90%	27.40%	1.80%	18.30%	9.30%	0.00%
Sac. City	46,657	14.80%	0.50%	16.50%	1.30%	40.80%	2.00%	16.80%	7.10%	0.20%
Twin Rivers	33,008	11.90%	0.80%	10.50%	.90%	42.20%	1.30%	26.50%	4.30%	1.70%
Natomas	15,595	16.40%	0.60%	16.90%	4.80%	32.00%	1.70%	16.90%	10.40%	0.50%
Fortune	1,463	65.12%	0.96%	2.53%	0.00%	23.96%	0.75%	1.43%	5.26%	0.00%

Source: CA Department of Education

In 2019-2020, Fortune had a funded P-2 ADA of 1,463. The majority of the students (93%) came from four districts: Sacramento City, Elk Grove, Twin Rivers, and Natomas.

### 3.5 FORTUNE P-2 ADA BY DISTRICT OF RESIDENCE 2019-2020

2019-2020 P-2 ADA	TK/K-3	4-6	7-8	9-12	TOTAL	2019-2020 % of Total
Fortune	741.53	359.78	160.99	91.21	1,353.51	100%
Sacramento City Unified	286.67	148.74	82.89	21.40	539.70	40%
Elk Grove Unified	238.04	125.29	71.01	56.94	491.28	36%
Twin Rivers Unified	90.58	35.25	4.20	6.11	136.14	10%
Natomas Unified	65.91	25.46	1.46	2.91	95.74	7%
San Juan Unified	23.66	6.60	0	0.88	31.14	2%
Robla Elementary	13.80	6.20	0	0	20.00	1%
Folsom Cordova Unified	7.00	3.95	1.43	0	12.38	1%
Washington Unified	3.34	6.85	0	1.99	12.18	1%
Subtotal	729.00	358.34	160.99	90.23	1,338.56	99%
TOTAL	741.53	359.78	160.99	91.21	1,353.51	100%

SOURCE: FORTUNE SCHOOLS

### 3.6 FORTUNE GAINS/LOSS BY SCHOOL SITE 2019-2020

Enrollment at the start of school (2019-2020) was 1,366. There was a gain of 225 students and a loss of 166 students for an ending (June 2020) count of 1,425 students. Gains and losses fluctuate across schools throughout the school year so there was a net gain of 59 students for 2019-2020.

Fortune Schools	Beginning Count	Gain	Loss	Ending Count
FS	222	58	21	259
WLCP	222	34	15	241
ARCP	367	47	55	359
EWCP	157	18	15	160
HMCP	302	55	44	313
FECHS	96	13	16	93
TOTAL	1,366	225	166	1,425
Change in 2019-2020				+59

SOURCE: FORTUNE SCHOOLS

### 3.7 FORTUNE FREE AND REDUCED LUNCH COUNTS WITH HISTORICAL TRENDS

Fortune	Total Enroll.	Free & Reduced Eligible	Free & Reduced %
2015-2016	1,195	984	82%
2016-2017	1,371	1,142	83%
2017-2018	1,356	1,062	78%
2018-2019	1,235	1,017	82%
2019-2020	1,463	1,130	77%

SOURCE: FORTUNE SCHOOLS

For 2019-2020, 77% of students were identified as eligible for free and reduced meals, a slight decrease from prior year eligibility. Data for 2019-2020 will not be certified by CDE until early 2021.

### **3.8 FORTUNE SPECIAL EDUCATION PUPIL COUNT 2019-2020**

1	Students with Special Needs December Count		2016-2017	2017-2018	2018-2019	2019-2020
2	Intellectual Disability	ID	0	1	0	0
3	Hard of Hearing	HH	0	1	1	2
4	Speech/Language Impairment	SLI	51	62	34	54
5	Emotional Disturbance	ED	2	1	1	0
6	Other Health Impairment	OHI	30	25	16	15
7	Specific Learning Disability	SLD	37	52	41	48
8	Autism	AUT	11	8	4	9
9	Traumatic Brain Injury	TBI	1	0	0	2
10	Total		132	150	97	130
11	Total Students (October Count)		1,371	1,356	1,235	1,463
12	% of Population		9.63%	11.06%	7.85%	9%

**SOURCE: FORTUNE SCHOOLS**

Fortune is a member of the El Dorado County Charter Special Education Local Plan Area (SELPA). Fortune identified 9% of the population as students with special needs in 2019-2020. The K-12 statewide average (2019-2020) was 12.9%. CDE will certify the 2019-2020 data for the schools in early 2021.

## **PART 4 – GENERAL INFORMATION (PREPARED BY FORTUNE)**

### **2019-2020 PROFESSIONAL DEVELOPMENT ACTIVITIES – EQUITY FOCUSED**

Goals of the annual Summer Symposium 2019 provided the foundation for all Fortune employees in the mission, and the organizational culture that we believe will lead to achieving success. Equity is central to the Fortune mission and activities and strategies are implemented through an equity lens.

- President/CEO Address: Margaret Fortune’s annual address speaks on why, and describes the yearly theme, this year’s theme: “We are the architects of our Fortune,” and focused on what has been achieved, and the ongoing work to advocate for African American scholars.
- The annual workshop on the 5 Pillars and 3 Rules is designed to ground the Fortune TEAM in the foundation of educational equity and Fortune’s mission and beliefs:
  - Five Pillars
    - High Expectations
    - Choice & Commitment
    - More Time
    - Focus on Results
    - Citizenship
  - 3 Rules
    - Listen
    - Respect
    - Work Hard

The annual curriculum based professional development also focuses on equity. The curriculum is designed to ensure that all scholars are engaged in rigorous academic pursuit that leads them to being prepared for college, and this year the Fortune team framed the “why” behind this with a study done by The New Teacher Project titled, “The Opportunity Myth” (9/25/2018) - This website focuses on a study that shows the impact of four key



resources: grade appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations. It shows a clear difference in outcomes for scholars who have access to these four resources, and those who do not. The study helped inform the year's priorities as part of answering "why" and linked the findings to the 5 pillars, the organizational and classroom culture, curriculum choices, and the focus on professional learning practices.

Fortune has invested heavily in training Principals and Master Teachers through the RELAY Graduate School of Education. Last year, Fortune sent four more principals and three master teachers to complete the National Principal Academy Fellowship and the Instructional Leadership Professional Development programs. The Director of Curriculum and Instruction provides weekly professional development to Principals and Master Teachers to ensure they are consistently using the practices learned through RELAY.

Finally, Fortune leverages its Administrative Services Credential and District Intern Programs in its Higher Education Department annually to develop school leaders, including Principals, Master Teachers, Lead Teachers, and Teachers for both itself and partnering districts in the Sacramento and Bay Area regions. The Administrative Services Credential Program provides candidates with the opportunity to complete projects aligned to organizational priorities while they complete their coursework. The District Intern Program gives candidates the foundational coursework and support they need to launch their careers in education.

### **2019-2020 SHARING OF BEST PRACTICES WITH LOCAL SCHOOL DISTRICTS**

Fortune School of Education disseminates best practices through our educator preparation programs that are accredited by the California Commission on Teacher Credentialing. We partner with over 70 school systems to credential teachers and administrators. Like Fortune's charter schools, our credential programs have as their education philosophy the 5 Pillars--#1 High Expectations, #2 Choice and Commitment, #3 More Time, #4 Focus on Results, and #5 Citizenship.

Fortune School sponsored the National Action Network (NAN) Western Regional Conference on February 5-7, 2020. The event was hosted by California State NAN which is fast becoming the most influential civil rights group on the West Coast. The California affiliate of NAN is closely aligned with Rev. Al Sharpton, the founder of NAN. NAN stands alongside the NAACP and Urban League in terms of its relevance in the civil rights space. Rev. Sharpton attended the conference, along with political leaders, including Governor Gavin Newsom and California Legislative Black Caucus Chair, Dr. Shirley Weber.

The NAN Western Regional Conference included a 2-day convening of the top majority African American public schools in California planned and sponsored by Fortune School of Education in collaboration with national organizations, including the Charter School Growth Fund, Silicon Schools Fund, and Achievement First. Margaret Fortune, President/CEO of Fortune School served on a panel along with other top educators of Black children in a plenary session entitled *Bridging the African American Achievement Gap*. It was moderated by Diana Lambert, Senior Writer covering education for EdSource.

The week of the conference, we released a report titled "African American Leaders Hold the Roadmap to Black Student Achievement." The report begins with a display of the African American achievement gap in California public schools. White students are nearly twice as likely to be proficient in ELA and two-and-a-half times as likely to be proficient in Math. However, the report shows 16 positive outliers: public schools that serve a majority of low-income African Americans are in the top half of absolute academic performance and are in the top 10% of academic performance when controlling for student demographics. Among them are 13 public charter schools, two traditional district schools, and one magnet school. Notably, 15 of the 16 schools are founded or led by African Americans. The report concludes by proposing that the solution to the African American achievement gap is to grow, study, and emulate those positive outliers.



In March 2020, Chief Academic Officer Wes Pepper presented at the Charter Network Accelerator's National Convening in Los Angeles. This convening was made up of members of the Charter Network Accelerator (a national network of charter school networks) and focused on best practices for CEOs and CAOs. The presentation focused on the key action steps that led to sustained academic growth over a 5-year period.

Master Teachers Jennifer Isaacs-Breaux and Christine Walker, as well as Director of Data, Analytics, and Strategy, Dr. Dominic Zarecki presented the Fortune math model at the California Alliance of Black School Educators in San Diego, California in October 2019.

In November 2019, Dr. Dominic Zarecki's quantitative research on school discipline reform won the California Educational Research Association's (CERA) 2019 Outstanding Paper Award. He presented the award-winning paper at the annual CERA conference in November 2019, and he will present the research at the American Educational Research Association conference in 2021.

### **2019-2020 SUMMARY OF MAJOR DECISIONS/POLICIES ESTABLISHED BY FORTUNE BOARD**

From the 2019-2020 Board Agendas, the following actions were taken.

#### **Two policies were adopted:**

- Short Term Independent Study Policy
- Email Retention Policy

#### **Other major decisions:**

- Approved Resolution to Ratify and Approve Execution, Delivery and Performance of a Lease Agreement with TA Sacramento 2801 BR LP (K-12 Educational Complex – Elk Grove, CA). On September 19, 2019, the Elk Grove Planning Commission approved the Conditional Use Permit (CUP) to build the K-12 Educational Complex which will be the permanent home of Rex & Margaret Fortune Early College High School, Fortune Middle School, and a future K-5 school.

#### **Building Update**

The new middle/high school is scheduled to open in August 2021. Construction timeline continues to progress.

### **2019-2020 DATA ON PARENTAL INVOLVEMENT IN GOVERNANCE AND OPERATION OF SCHOOLS**

Fortune School currently operates one School Site Council (SSC). The SSC composition is based on the elementary and high school composition requirements pursuant to Title I, Part A. The composition for the SSC consists of one (1) Administrator, three (3) classroom teachers, one (1) other school staff member, five (5) parents or community members and one (1) student. The SSC meets a minimum of four times throughout the year. Its primary duty is to write, monitor, evaluate, and approve the School Plan for Student Achievement (SPSA), which is submitted to Fortune School of Education's governing board for adoption. The school site council also provides feedback on the LCAP revision process.

### **EXECUTIVE SUMMARY FROM FORTUNE 2019-2020 LCAP (REQUIRED BY MOU WITH SCOE)**

#### **LCAP HIGHLIGHTS**

Key features to highlight: a majority of parents are satisfied with Fortune schools and participate actively in their scholar's educational achievements; ELA test scores continue to increase; schools offer a well-rounded program, including competitive sports (Volleyball, Soccer, and Basketball) and Drumline elective for music; there is a strong hands-on science approach for grades K-12; and, opening the Early College High School partnerships with Cosumnes River College and Cal Poly San Luis Obispo.

### STAKEHOLDER FEEDBACK

Fortune School continuously engages with stakeholders throughout the school year and held meetings with all stakeholders on review and feedback on the LCAP during the annual review process. Stakeholder feedback guides budget decisions and provides feedback on specific needs of each school site and the larger organizational priorities. Fortune continues to implement systems across all schools to use data to inform instruction and help guide decisions. A regular system of teacher and administrator communications is in place to review grade-level student achievement data, select interventions needed for specific groups of students, schedule weekly faculty meetings and establish other school level or organization wide task groups working on new priorities as they emerge.

### LCAP GREATEST NEEDS AS CONTEXT FOR DISTANCE LEARNING PLAN

Greatest needs currently addressed in the LCAP are based on the 2018-2019 testing results in both ELA and Math reflected in the school's dashboard, which can be found on the California Department of Education website. Dashboard indicators in English Language Arts place the school in *yellow* performance level. Students included in this group are: English Learners, Socioeconomically Disadvantaged, Black or African American, and Hispanic or Latino.

Placement for math performance on the dashboard is also *yellow*, English Learners and Socioeconomically Disadvantaged students are in the *orange* performance level, and Black or African American and Hispanic or Latino students are in *yellow* performance range. Focused instruction in literacy and numeracy continues to be a system wide priority.

### PERFORMANCE GAPS

Performance gaps addressed in this section of the LCAP are based on the 2018-2019 test results for both ELA and Math as it is reflected on the school's dashboard, which can be found on the California Department of Education website. Current performance gaps show students with disabilities in the *orange* performance level. To address the gap, the schools are raising rigor to a college-ready bar by:

- Focusing on the key levers of observation and feedback and data-driven instruction through Relay Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF).
- Departmentalizing ELA and math in grades 2 and up.
- Piloting more rigorous curriculum that is aligned to state standards in literacy and mathematics.

**FORTUNE LCAP GOALS AND ANNUAL MEASURABLE OUTCOMES STATUS 2019 – 2020**

**LCAP Goal 1:**

**Improve and support student learning to close the achievement gap by providing high-quality classroom instruction that raises rigor to a college-ready bar.**

Annual Measurable Outcomes	Status
1.1 100% of teachers are appropriately credentialed for their assignment.	Met
1.2 100% of students will have standards-aligned instructional materials in English Language Arts/English Language development, Math, Science, and Social Studies.	Met
1.3 100% of teachers will have weekly planning time for the implementation of Common Core.	Met
1.4 100% of teachers will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.	Met
1.5 100% of teachers will have professional development on Next Generation Science Standards (NGSS).	Met
1.6 100% of students will have a visual or performing arts experience each year.	Met
1.7 Increase the percentage of students meeting or exceeding state standards in Math and ELA by 5%.	COVID Interruption
1.8 Maintain an increase of students meeting or exceeding state standards in Science.	COVID Interruption
1.9 100% of EL students will demonstrate progress towards English Proficiency.	Partially Met
1.10 100% of middle school students will take Spanish as an elective.	Met
1.11 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history to enhance the social studies curriculum.	Met

**LCAP Goal 2:**

**Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measurable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.**

Annual Measurable Outcomes	Status
2.1 100% of students have the opportunity to attend a college field lesson each year.	Met
2.2 Continue to have a fully functioning School Site Council to ensure parent input and decision making.	Met
2.3 Develop a parent education program that supports having a 95% attendance rate at all schools.	Met
2.4 Chronic absenteeism is a rate at or below 5%.	Not Met
2.5 Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Met
2.6 Student suspension rate of 2% or lower and student expulsion rates will not exceed 1%.	Partially Met, Suspensions Not
2.7 100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty. (There is no consequence to families if they do not complete the voluntary parent service.)	Met
2.8 Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school.	Met

LCAP Goal 3: Create safe, clean, and welcoming learning environments.	
Annual Measurable Outcomes	Status
3.1 100% of school sites will earn a “good” rating on the State of California Facilities Inspection Tool.	Met
3.2 80% of parents surveyed will express confidence that the schools are safe and secure.	Met
3.3 Over 50% of teachers surveyed will say their school site is safe and secure.	Met
3.4 A majority of students surveyed will say their school site is safe and secure.	Met

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> 2019-2020 Annual Report of Sacramento County <i>Williams</i> Reviews	<b>Agenda Item No.:</b> VIII.E. <b>Enclosures:</b> 2
<b>Reason:</b> Informational	<b>From:</b> David W. Gordon <b>Prepared By:</b> Teresa Stinson <b>Board Meeting Date:</b> 11/17/20

**BACKGROUND:**

The *Williams* Settlement requires the County Superintendent of Schools to submit a report each November to the County Board of Education describing the state of the schools in the county ranked in deciles 1 to 3 of the base Academic Performance Index as of 2012 (*Williams* Schools). (Ed. Code, § 1240)

The enclosed report summarizes the results of *Williams* reviews conducted during the 2019-2020 school year. For additional details regarding the 2019-2020 *Williams* reviews, please refer to the Annual *Williams* reports provided by the County Superintendent in August 2020. Electronic copies are available upon request.

Recently enacted Senate Bill 820 waived the requirement for county offices of education to conduct *Williams* school site visits while students are in distance learning. The Sacramento County Office of Education (SCOE) has been working with school districts to remotely conduct instructional materials reviews of *Williams* schools during the first quarter of 2020-2021. The results of these reviews will be included in the First Quarterly 2020-2021 *Williams* Review Reports, and will also be shared with the Board as part of the 2020-2021 Annual Report.

**2019-2020 Annual Report of Sacramento County  
Williams Reviews  
November 17, 2020**

**Williams Reviews**

As a result of the *Williams* Settlement, Education Code section 1240 requires that county offices of education visit certain schools identified in their county, review information in the areas noted below, and report the results of the visits and reviews at a regularly scheduled November meeting. The information below summarizes the results of reviews conducted throughout the 2019-2020 school year.

To conduct these reviews during fiscal year 2019-2020, SCOE staff visited 106 schools in 9 school districts within Sacramento County that ranked in deciles 1 to 3 of the 2012 Base Academic Performance Index (*Williams* Schools).

In August and September 2019, SCOE completed instructional material and facilities reviews. Nine SCOE employees and 18 exempt temporary employees spent over 1,235 staff hours organizing and conducting *Williams* reviews and reports. In the 106 sites that were visited, 1,595 classrooms were reviewed for the sufficiency of standards-aligned instructional materials and 2,720 areas within school sites were reviewed for the condition of facilities. The results for these visits were as follows:

**Instructional Materials**

All *Williams* schools had sufficient instructional materials in 2019-2020.

**Facilities**

As for the overall facilities conditions of the 106 schools visited:

- 72 schools were found to be in exemplary condition,
- 29 schools were found to be in good condition,
- 6 schools were found to be in fair condition,
- 0 schools were found to be in poor condition, and
- All *Williams* schools in the Elk Grove, Elverta, Folsom Cordova, Natomas, and River Delta school districts were in exemplary condition. All but one school in the San Juan Unified School District were in exemplary condition.

**School Accountability Report Cards**

During the third quarter of the 2019-2020 school year, SCOE staff reviewed whether School Accountability Report Cards (SARCs) were accurate as to the sufficiency of instructional materials, and the safety, cleanliness, and adequacy of school facilities. All SARCs were found to be fairly accurate with a few exceptions that were detailed in the Third Quarterly Reports to the districts.

### Teacher Vacancies and Misassignments

Newly enacted Legislation amended the monitoring requirements for teacher vacancies and mis-assignments, and COTC's new monitoring system is not yet fully operational. Therefore, teacher vacancies and mis-assignments were not included in the 2019-2020 *Williams* Annual Reports.

### Uniform Complaints Procedures

Throughout the 2019-2020 school year, SCOE monitored uniform complaints filed in each of the districts with *Williams* Schools. Three out of nine districts reported no filed uniform complaints. Twelve uniform complaints were filed in six districts:

- Twin Rivers USD self-reported 6 UCP complaints regarding a non-functioning HVAC at Grant Union High School and 1 UCP complaint regarding a teacher vacancy. (The district was scheduled to replace the HVAC, and the teacher vacancy was reported as resolved.)
- Elk Grove USD self-reported 1 UCP regarding a teacher misassignment, which was reported as resolved.
- Natomas USD self-reported 1 UCP complaint regarding a teacher vacancy, which was reported as resolved.
- Robla SD self-reported 1 UCP complaint regarding a facilities condition, which was reported as resolved.
- San Juan USD self-reported 1 UCP complaint regarding distance learning materials, which was reported as resolved.
- Sacramento City USD self-reported 1 UCP complaint regarding the lack of a permanent math teacher during 2019-2020, which was reported as resolved for 2020-2021.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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<b>Subject:</b> Operation Recognition	<b>Agenda Item No.:</b> VIII.F. <b>Enclosures:</b> 0
<b>Reason:</b> Discussion	<b>From:</b> David W. Gordon <b>Prepared By:</b> Tim Herrera <b>Board Meeting Date:</b> 11/17/20

**BACKGROUND:**

In 2001, the Sacramento County Board of Education adopted the Operation Recognition Diploma Program allowing qualified individuals who left high school to serve in the U.S. military during World War II, the Korean War, or the Vietnam War to apply to receive a high school diploma. The program also provides diplomas to Japanese-American citizens who left high school for reason of internment in a WW II relocation camp between December 7, 1941–December 31, 1946. Diploma recipients must be current or former residents of Sacramento County. Diplomas may be awarded posthumously to honorees' next of kin. Historically, the Board has honored diploma recipients annually in a special ceremony during the second Board meeting in May. However, the pool of potential qualified applicants has dropped dramatically over the past several years despite increased outreach efforts. Data provides evidence there may still be Vietnam-era veterans eligible for a high school diploma through Operation Recognition. An option for reaching this potential pool, and showing support for our local veterans is as follows:

- Eliminate the special May meeting and instead offer the diploma program year-round. Process and verify diploma applications as they are received. The Board can recognize recipients during regular Board meetings so veterans will no longer need to wait to receive diplomas. We also would continue outreach to eligible diploma recipients through our partnerships with Volunteers of America (VOA) and other veterans' groups. VOA is committed to stepping up its outreach to clients to find qualified diploma recipients.
- Continue the Operation Recognition Essay Scholarship Program sponsored by SAFE Credit Union. SAFE has offered to increase the scholarship amount from \$500 to \$1,000. For 2020-2021, launch the scholarship essay program in January 2021 and invite the contest winner to present his/her essay during one of the May 2021 Board meetings. Starting in 2021-2022, the essay contest would kick off in September with announcement of the winner on Veterans Day. The winning student would be invited to read her/his essay at the Board meeting closest to Veterans Day.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board discuss this proposed option for continuing the Operation Recognition Diploma Program.