



Sacramento County Board of Education

Regular Meeting

Tuesday / November 13, 2018 / 6:30 P.M.

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

SACRAMENTO COUNTY BOARD OF EDUCATION
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 13, 2018

Regular Session: 6:30 p.m.

NOTE: The Sacramento County Office of Education encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at 916.228.2410 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of October 2, 2018
Approval of the Minutes of the Regular Board Meeting of October 16, 2018
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations

NOTE: Anyone may address the Board on any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item not on this agenda except as authorized by Government Code section 54954.2.

Anyone may appear at the Board meeting to testify in support of or in opposition to any item being presented to the Board for consideration. If possible, notify the Board President or Board Secretary in writing prior to the meeting if you wish to testify.

- VII. Superintendent's Report
 - A. Recognition of the December 2018 Employees of the Month:

Classified Employee: Teri Derrington, Para-educator SH, Special Education Department

Certificated Employee: Joe Linehan, SH Teacher, Special Education Department

VIII. New Business

A. Adoption of Consent Agenda – David W. Gordon

1. Accept Report on Personnel Transactions – Effie Crush
2. Award Diplomas to Court and Community School Students – Dr. Matt Perry

B. Approval of Contracts – Tammy Sanchez

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

1. \$1,002,189 Student Support and Academic Enrichment (SSAE) grant from the California Department of Education for the 2018-2019 and 2019-2020 fiscal years – Dr. Al Rogers
2. \$2,500 2018-2019 Stormwater Quality Program Watershed Stewardship and Education grant from the County of Sacramento Department of Water Resources for the 2018-2019 fiscal year – Michael Kast

D. First Reading of Revisions to Board Policy 5720 – Pupil Behavior Intervention and Discipline – Policy Committee

E. First Reading and Proposed Elimination of Board Policy 5114.1 – Student Expulsion – County Community Schools – Policy Committee

F. Fortune Countywide Charter School – Annual Report and Report on Student Assessments – Teresa Stinson

G. Fortune Countywide Charter – Request for Approval of School Sites for Fortune Middle School and Rex and Margaret Fortune Early College High School – Teresa Stinson

H. Informational Item: Reporting on State Priorities – Dr. Matt Perry/Michael Kast

I. Informational Item: SCOE Local Court and Community School Accountability System 2017-2018 Data – Dr. Matt Perry

J. Informational Item: 2017-2018 Annual Report of Sacramento County *Williams* Reviews – Teresa Stinson

Agenda – Regular Meeting – November 13, 2018
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- 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 11, 2018 – Adult Re-Entry Program
 - B. January 15, 2019 – Accountability/Dashboard
- XII. Adjournment

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of October 2, 2018

Agenda

- I. Call to Order and Roll Call
 - II. Pledge of Allegiance
 - III. Approval of the Minutes of the Regular Board Meeting of September 11, 2018
 - IV. Adoption of Agenda
 - V. Official Correspondence
 - VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
 - VII. Superintendent's Report
 - A. Recognition of SCOE Staff
 - VIII. New Business
 - A. Adoption of Consent Agenda
 - 1. Accept Report on Personnel Transactions
 - 2. Award Diplomas to Court School Students
 - 3. Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)
 - B. No Approval of Contracts
 - C. No Grant Applications/Service Contracts
 - D. Approval of the 2017-2018 Budget Revision No. 4
 - E. Approval of the 2017-2018 Unaudited Actuals Financial Report
 - F. Board Report – Foster Youth and Homeless Services
 - 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. October 16, 2018 – Civics Education
 - B. November 13, 2018 – Fortune School of Education Countywide Charter School Annual Report and Report on Assessments
 - XII. Adjournment
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I. President Brown called the meeting to order at 6:30 p.m. in the Board Room of the David P. Meaney Education Center, Sacramento County Office of Education, 10474 Mather Boulevard, Mather, California. Board members present were Alfred Brown, Heather Davis, Paul Keefer, Bina Lefkowitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Al Rogers, Deputy Superintendent; Nancy Herota, Matt Perry, and Tammy Sanchez, Assistant Superintendents; Effie Crush, Chief Administrator-Human Resources; Michael Kast, Executive Director of Special Education; Jerry Jones, Executive Director of Technology;

Tim Herrera, Director of Communications; Rachel Perry, Director of C-SAPA; other staff and visitors; and Carla Miller, Recording Secretary. Trustee Fong was absent.

Trustee Ahola was not present at the time of roll call.

II. Mr. Keefer led the Pledge of Allegiance.

III. On a motion by Mr. Keefer and seconded by Ms. Lefkovitz, the minutes of the regular meeting of September 11, 2018 were approved. Motion carried 5 ayes, 2 absent (Ahola, Fong).

IV. Ms. Davis moved to adopt the agenda. Ms. Talamantes seconded the motion, which carried 5 ayes, 2 absent (Ahola, Fong).

V. There was no official correspondence.

VI.A. April Javist, Executive Director of the Sacramento Public Library Foundation, addressed the Board and introduced their latest project, called Community Literacy Map. For more details, go to communityliteracymap.org. She provided a copy of their first year report card which provides details of kids being at grade level reading, and where we are right now as a community to the Board. Next year, she will return to report how well they have done.

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

VII.A. Executive Director Michael Kast introduced Cynthia Guzman for Board recognition as the 2019 SCOE Teacher of the Year.

Superintendent Gordon reported on the following:

- This past Friday, President Brown and he had the honor of joining former Supreme Court Justice Anthony Kennedy at the Library and Learning Center at the Federal Courthouse, which is named after Justice Kennedy, for an event with students from the community from six or seven of our local high schools. The purpose was to help him get acquainted with more of our high school students. Not many people know that during his term on the Supreme Court, Justice Kennedy would come to Sacramento three or four times a year and talk to students at their schools. We had a wonderful opportunity to see him engage with students, but the main purpose of the program was to introduce something that SCOE had worked on which was the new Civic Passport. The Civic Passport was designed to promote young people visiting sites downtown such as the different courthouses, Unity Center, California Museum, and Capitol. We created a passport for them to use and get stamps from each of the sites. Frank Pisi, a very imaginative person on our staff, was involved with creating the Civic Passport and he will be reporting at our next meeting on our Civics program and the work we are doing throughout the state. It

was a wonderful experience to see Justice Kennedy's grace and wisdom. He gave a brief speech, and the topic of his speech was civil dialogue and the importance of civil dialogue in our affairs. The young people, as always, were amazing. They came back from their visits and shared what they had learned.

- Tomorrow, the Sacramento County School Boards Association will meet at 6:00 p.m. in the Mather Room. Our guest speaker will be Greg Lucas, who is the California State Librarian. His topic: "How Libraries Can Make Your Life Better and Save the World." Dinner is being provided by Chef Hazelton and the students from our Culinary Arts program.
- Thanked everyone who attended and participated in our September 25 workshop "Reducing Suspensions: The Law and Alternatives." Special thanks to presenters Carl Corbin, General Counsel of the public law firm School and College Legal Services of California; and Paul Osincup, consultant and educator with a background in conflict resolution and restorative justice. The workshop was well attended and well received by our attending districts. He thanked Vice President Ahola for attending.
- On September 25, he was honored to join Secretary of State Padilla and Sacramento Mayor Steinberg for an event at Leroy Greene Academy in Natomas. The purpose was to highlight the efforts in Sacramento County around registering and pre-registering students to vote, calling attention to various mock elections and voter registration drives occurring throughout the school districts in Sacramento County. 250,000 16 & 17 year olds have registered.
- Thanked Principal Lauren Roth and her team for hosting a very nice Back to School night on September 20 at Palmiter. It is always a great opportunity to meet with students, families, and staff. It was also nice to introduce and meet Stephen Hazelton, our new Culinary Arts instructor.
- And speaking of Chef Hazelton, on October 30, 2018, we will have our Culinary Café Grand Opening for this year at the Palmiter campus. Lunch will be served beginning at 12:00 p.m.
- It was an inspiring event on September 13 when we celebrated the successes of more than 70 members of the 2018 graduating class of SCOE's Placer County Re-Entry Program for parolees and probationers. Thanks to President Brown and Trustee Lefkovitz for joining us.
- The annual Project SAVE Golf Tournament will be held October 22, 2018 at the Empire Ranch Golf Club in Folsom. Check in is at 7:30 a.m. The event starts at 8:30 a.m. The tournament is the primary fundraiser for this very successful countywide violence prevention program. Anyone

interested in participating should contact Project Specialist Cindy Kennedy.

- Thanked everyone who attended our September 25 reception for SCOE's 10th Annual Employee Art Show. Hope you'll get to enjoy the exhibit and see the creative side of some of our employees. The art will be on display through October, weekdays during office hours. We have some special submissions from Trustee Ahola's daughter, Kaitlyn.

President Brown, at 6:38 p.m., asked that the record show that Trustee Ahola was now present.

VIII.A. Ms. Lefkovitz moved and Ms. Ahola seconded adoption of the consent agenda. Motion carried 6 ayes, 1 absent (Fong). By such action, the Board:

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

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: 2 candidates from El Centro Jr./Sr. High School and Kanisha Beverly from Elinor Lincoln Hickey Jr./Sr. High School.

VIII.B. No Approval of Contracts

VIII.C. No Grant Applications/Service Contracts

VIII.D. Approval of the 2017-2018 Budget Revision No. 4

Bina Lefkovitz, Chair of Budget Committee, stated that she would like the Board to consider items VIII.D. and VIII.E. together as the data from both reports is derived from the same place.

Ms. Davis moved to approve item VIII.D. – 2017-2018 Budget Revision No. 4 and item VIII.E. – 2017-2018 Unaudited Actuals Financial Report. Ms. Talamantes seconded the motion which carried 6 ayes, 1 absent (Fong).

VIII.E. Approval of the 2017-2018 Unaudited Actuals Financial Report – see motion above.

VIII.F. Dr. Nancy Herota, Assistant Superintendent, introduced Director Trish Kennedy and Coordinator Alyson Collier, who provided a report on Foster Youth and Homeless Services to the Board.

Devosha Madkins and Alicia Lozoya shared their experiences as foster youth.

IX.A. Mr. Keefer thanked Ms. Kennedy and Ms. Collier for their presentation. Also thanked Trustee Lefkovitz for bringing her guests. He hopes that this conversation continues in earnest. He thanked his fellow Board members for being so conscientious about the topic.

Ms. Talamantes reported that last Thursday, she toured some of the programs with Assistant Superintendent Matt Perry at the youth detention facility. She was really impressed with the classes, different programs, positive reinforcement, and empowering words in the facility, classrooms, and the culture of the team. We visited SCBC and was really impressed with the wrap around services that we provide, everything from GED classes to community classes; also clothes for interviews, all the CTE programs that we have to give people a living wage and benefits, and prepare them for the workforce. Lastly, we went to SCOE for a CRANE discussion.

Mr. Fong was not present.

Ms. Lefkovitz thanked staff for the presentation. She was intrigued by the peer advocate idea. She likes the project that is helping young people to apply for FAFSA and thinking about college, which is very important. She attended the Equity conference by Ed Trust-West, CCBE, and Suspension Workshop that SCUSD hosted. In all cases, there was a lot of discussion around equity. As leaders in the community, we need to lift up the issue of equity and messaging. There was a lot of focus on data collection; using data to make improvements. At the CCBE conference, the San Mateo County Office of Education produced an incredible report where they took the dashboard data and culled it down into five indicators. They created a report where they highlighted the data and identified best practices in different districts, like suspension and 3rd grade reading, and then published a book. She distributed handouts to the Board members. She attended a session on looking at the state accountability measures for alternative schools. They were advocating four measures around credit attainment, successful transitions to work or college, measuring how well our students are doing with FAFSA, and applying to college. She recommended that the Board members attend the CCBE conference next year.

Ms. Davis reported that the charter school study session was appreciated. From a parent's perspective, she shared that her family is experiencing the steps and decisions in choosing a college for her daughter, and the different emotions that come along with it.

Ms. Ahola reported that, as Superintendent Gordon mentioned, she attended the Suspension Workshop, which was done very well. The first speaker was Attorney Carl Corbin who was incredibly engaging. The second speaker was Paul Osincup, who discussed restorative practices. It was very well attended by many districts. She requested that staff obtain a copy of Carl Corbin's and Paul Osincup's presentation. It could help in our expulsion hearings. She will be attending the Project SAVE golf tournament, but will not golf.

IX.B. President Brown reported he also attended the CCBE annual conference in Monterey along with Trustee Lefkovitz. On March 8-9, 2019, a new trustee meeting will

be held at the Embassy Suites in Sacramento. He encouraged the new trustees to try to attend this meeting. On March 12, 2019, it is a legislative action day. That's when different county boards lobby their Assemblymembers. We will have a Board development training online learning module on January 19, 2019. There are four seats on the State Board of Education (SBE) that are vacant. We have an election for the State Superintendent of Public Instruction and there are two candidates: Tuck and Thurmond. He encouraged everyone to vote.

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. October 16, 2018 – Civics Education

B. November 13, 2018 – Fortune School of Education Countywide Charter School Annual Report and Report on Assessments

XII. Mr. Keefer moved to adjourn the meeting. Ms. Talamantes seconded the motion, which carried 6 ayes, 1 absent (Fong). The meeting adjourned at 8:35 p.m.

Respectfully submitted,

David W. Gordon
Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of October 16, 2018

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Board/Superintendent Study Session of September 25, 2018
- 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 2018 Employees of the Month
- VIII. New Business
 - A. Adoption of Consent Agenda
 - 1. Accept Report on Personnel Transactions
 - 2. Award Diplomas to Special Education, Court, and Community School Students
 - 3. Accept Donations to Project TEACH
 - 4. Notice of Intent to Dispose of Surplus or Undistributed Obsolete Instructional Materials
 - B. No Approval of Contracts
 - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budgets
 - 1. \$12,000 California County Superintendents Educational Services Association (CCSESA) Arts Initiative grant from CCSESA for the 2018-2019 fiscal year
 - 2. \$180,000 Preschools SHINE (Shaping Healthy Impressions through Nutrition and Exercise) grant from the California Department of Education/Nutrition Services Division for the 2018-2019 fiscal year
 - 3. \$450,000 Geographic Lead Agency System within California's Statewide System of Support grant from the California Department of Education for the 2018-2019 fiscal year
 - D. Appointment of Board Representative to the Personnel Commission
 - E. Public Hearing and Adoption of Resolution No. 18-10 – Establishing the 2018-2019 Appropriations Limit
 - F. Public Hearing to Evaluate California Department of Education School Site Selection Standards and Adoption of Resolution No. 18-11 – Approving Suitability and Acquisition of Real Property for the Proposed New Community School Property
 - G. Board Report – History-Social Science/Civics Education
- 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 13, 2018 – Fortune School of Education Countywide Charter School Annual Report and Report on Assessments
 - B. December 11, 2018 – Adult Re-Entry
 - XII. Adjournment
-

I. Acting President Ahola called the meeting to order at 6:31 p.m. in the Board Room of the David P. Meaney Education Center, Sacramento County Office of Education, 10474 Mather Boulevard, Mather, California. Board members present were Joanna Ahola, Heather Davis, Harold Fong, Paul Keefer, and Bina Lefkowitz. Also present were David W. Gordon, Superintendent and Secretary to the Board; Al Rogers, Deputy Superintendent; Teresa Stinson, General Counsel; Nancy Herota, Matt Perry, and Tammy Sanchez, Assistant Superintendents; Effie Crush, Chief Administrator-Human Resources; Michael Kast, Executive Director of Special Education; Jerry Jones, Executive Director of Technology; Tim Herrera, Director of Communications; Rachel Perry, Director of C-SAPA; John Liddicoat, SCOETA; other staff and visitors; and Carla Miller, Recording Secretary. Trustees Brown and Talamantes were absent.

II. Mr. Keefer led the Pledge of Allegiance.

III. On a motion by Mr. Fong and seconded by Ms. Lefkowitz, the minutes of the Board/Superintendent Study Session of September 25, 2018 were approved. Motion carried 5 ayes, 2 absent (Brown, Talamantes).

IV. Mr. Keefer moved to adopt the agenda. Ms. Davis seconded the motion, which carried 5 ayes, 2 absent (Brown, Talamantes).

V. There was no official correspondence.

VI.A. There were no requests for visitor presentations from the general public.

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

VII.A. Heather McTighe, Transition Specialist, Community Schools, was recognized and honored as the classified employee of the month for November.

Cynthia Tanaka, Counselor, Community Schools, was not available to receive her award for certificated employee of the month for November.

Superintendent Gordon reported on the following:

- The Sacramento County School Boards Association meeting on October 3 was a great success. He thanked our very entertaining guest speaker Greg Lucas, the California State Librarian. Thanks also to Culinary Arts instructor Chef Steve Hazelton and his Palmiter students for providing a wonderful dinner. He thanked Board President Brown and Trustees Talamantes, Davis, Lefkowitz, and Keefer for attending.
- On October 10, he had the opportunity to visit Sly Park with Trustees Talamantes and Keefer. It was a great chance to tour the facility and meet new Sly Park Director Brett Nelson who appears to be doing a terrific job.
- The annual Project SAVE Golf Tournament will be held October 22, 2018 at the Empire Ranch Golf Club in Folsom. The event starts at 8:30 a.m. The tournament is the primary fundraiser for this very successful countywide violence prevention program. Anyone interested in participating should contact Project Specialist Cindy Kennedy.
- Invited everyone to join us on October 26, 2018 for the second annual SCOE Golden Spoon Bake-Off, sponsored by our Employee Events Team. It will be held in the Staff Lunchroom from 11:00 a.m. to 12:00 p.m. All proceeds will go to our Culinary Arts program.
- We hope you can join us on Tuesday, October 30, 2018, when we will have our Culinary Café Grand Opening for this year at the Palmiter campus. Lunch will be served beginning at noon.
- Invited everyone to join us on Wednesday, November 7, 2018, when we honor clients who have found success in our Yolo Day Reporting Center program. The event is from 3:00 p.m. to 5:00 p.m. at the Woodland Community and Senior Center on East Street. It is always an inspiring event where we celebrate the achievements of men and women working to transition back into their communities.
- Please mark your calendars for Friday, November 9, 2018, when we host a graduation for our Community School students at the Sierra Health Foundation from 12:30 p.m. to 2:30 p.m.
- On Friday, November 16, 2018, the team at North Area Community School will be hosting their annual Thanksgiving Dinner Giveaway. Transition Specialist Vickie Foston-Odabashian is coordinating the project by going to area businesses seeking donations to provide North Area families with a nice holiday dinner.
- Reminded everyone that all SCOE offices will be closed on Monday, November 12, 2018, in recognition of Veterans Day. We also will be closed November 21-23, 2018 for the Thanksgiving holiday.

VIII.A. Ms. Lefkovitz moved and Ms. Davis seconded adoption of the consent agenda. Motion carried 5 ayes, 2 absent (Brown, Talamantes). By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Special Education, Court, and Community School Students
3. Accepted donations to Project TEACH
4. Disposed of surplus or undistributed obsolete instructional materials

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Christopher Rabe Abar, Jr., Sammuel Arenas, Anthony Harrison, Shemari Hollaway, Cesar Omar Rizo, Janelle Sanchez, Crystian Noe Sandoval, Kimberly White, and Mason Amere Woods from Elinor Lincoln Hickey Jr./Sr. High School; Patrick Wellons from Gerber Jr./Sr. High School; and Jesus Damien Montero Evans, Daniel Albert Drouin, and Sonia Marisol Arreguin Russo from North Area Community School.

VIII.B. No Approval of Contracts

VIII.C. On a motion by Mr. Fong, seconded by Ms. Davis, and carried 5 ayes, 2 absent (Brown, Talamantes), 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. \$12,000 California County Superintendents Educational Services Association (CCSESA) Arts Initiative grant from CCSESA for the 2018-2019 fiscal year
2. \$180,000 Preschools SHINE (Shaping Healthy Impressions through Nutrition and Exercise) grant from the California Department of Education/Nutrition Services Division for the 2018-2019 fiscal year
3. \$450,000 Geographic Lead Agency System within California's Statewide System of Support grant from the California Department of Education for the 2018-2019 fiscal year

VIII.D. Ms. Davis moved and Mr. Keefer seconded the motion to appoint Ms. Cathy Broyles as the Board Representative to the Personnel Commission for the December 1, 2018 to November 30, 2021 term as revised. Motion carried 4 ayes, 1 abstention (Fong), 2 absent (Brown, Talamantes).

Effie Crush provided background information. Ms. Broyles introduced herself to the Board and thanked them for the opportunity to serve.

VIII.E. Public Hearing and Adoption of Resolution No. 18-10 – Establishing the 2018-2019 Appropriations Limit

Acting President Ahola opened the Public Hearing at 6:52 p.m. No one came forward. Acting President Ahola closed the Public Hearing at 6:53 p.m.

Mr. Fong moved and Ms. Lefkovitz seconded the motion to adopt Resolution No. 18-10 – Establishing the 2018-2019 Appropriations Limit. Motion carried 5 ayes, 2 absent (Brown, Talamantes).

VIII.F. Public Hearing to Evaluate California Department of Education School Site Selection Standards and Adoption of Resolution No. 18-11 – Approving Suitability and Acquisition of Real Property for the Proposed New Community School Property

Acting President Ahola opened the Public Hearing at 6:54 p.m. No one came forward. Acting President Ahola closed the Public Hearing at 6:54 p.m.

Assistant Superintendent Tammy Sanchez provided background information.

Ms. Lefkovitz moved and Mr. Fong seconded the motion to adopt Resolution No. 18-11 – Approving Suitability and Acquisition of Real Property for the Proposed New Community School Property. Motion carried 5 ayes, 2 absent (Brown, Talamantes).

VIII.G. Dr. Nancy Herota, Assistant Superintendent, introduced Director Frank Pisi, who provided a report on History-Social Science/Civics Education to the Board.

The following teachers and students shared their experiences:

Teacher Barry Roth, Encina High School
Teacher Ed Lloyd, Rio Linda Preparatory Academy
Student Marley Fortin, Rio Americano High School
Student Kennedy Echols, Cosumnes Oaks High School

The following addressed the Board:

Theresa Riviera, League of Women Voters
Lauren Wolkov, League of Women Voters
Paula Lee, League of Women Voters

IX.A. Mr. Keefer recognized Trustee Talamantes, Superintendent Gordon, and Dr. Nancy Herota for a fantastic visit to Sly Park. Turns out one of his kids attended and had fun things to say. He thinks that Brett Nelson will be a star. He thanked Dr. Perry and Dr. Rogers and the team for the North Area visit and for the great work that is happening there. They are hitting a lot of the levels and education is important. He is proud to be a part of the team. He looks forward to supporting all of you.

Ms. Lefkovitz reported she enjoyed Greg Lucas's presentation. She appreciated his comments about the importance of libraries and how libraries can be more of a resource to the schools. She had the opportunity to attend the Language Academy, which was recognized as a dual emersion school. They had two young people speak; a young woman who is English speaking by birth and a young man who is Spanish speaking by

birth; they were two leaders at the school. They talked so eloquently about the benefits of being bilingual, not only how it helps them think differently using both sides of their brain, just being better global citizens. It was really inspiring.

On a personal note, Ms. Davis reported her 7th grader is going to have his first dance. Her daughter is a senior in high school this year and she is in AP government and also has art and walking PE, because there are not a lot of classes left for her at this point. She learned of audio book options on Spotify. If you are not a reader by nature, it is something that should be shared with students. There is good literature everywhere.

Mr. Fong enjoyed the civics presentation, and would like to see a follow up. He would like to get an update on our own SCOE student advisory committee and how that is coming along. He noticed there will be follow up sessions on the charter school study session, and he's looking forward to that. He would also like to follow up with looking at best practices in both the charter schools as well as the traditional public schools and how each of those can help each other provide a great education for our kids. Looking ahead to the November 13 presentation on the Fortune charter school, he requested to see some information on the actual enrollment of kids, the applicants who applied, and whether they got into the schools. In addition, what areas of the county they are from that are attending those schools for each school site. He knows in the past they gave that information to us based on the zip codes of where they live. He thinks they currently have 5 or 6 schools. He wanted to get an idea of where the enrollment is coming from. He also asked if he could get a map of the former children's zones boundaries. Although Fortune is not using these anymore, he would still like to know whether students are coming from the lowest performing areas. He hopes Fortune still reaches out to the areas where the lowest performing kids reside, to encourage the Fortune school option and close the achievement gap for them.

Ms. Talamantes and Mr. Brown were absent.

IX.B. Acting President Ahola stated she also visited the Language Academy. It was great. She plans on attending the Culinary Arts Café grand opening and Trustees Davis and Talamantes will be joining her. She is very appreciative of the next steps from the charter schools study session, which is to have a couple of focus groups with our superintendents and charter leaders from across the county. She is not sure if trustees will be invited to attend those focus groups, but if so, she would like to attend. She is looking forward to learning what comes out of those and how it is going to influence practice for the county going forward.

Superintendent Gordon commented about the trustees attending. We will proceed however the Board would like us to do it. However, there are two concerns. Because of the Brown Act, we have to be very careful about having more than a couple of trustees, if it is not a noticed meeting. If it becomes a noticed meeting, it may not be viewed as a listening session.

Mr. Fong stated if trustees will not be there because of the Brown Act, he asked if it could be recorded so trustees could listen to it after the fact.

Acting President Ahola stated she can see that impacting the dialogue in the room. She asked if we can have the session recorded.

Superintendent Gordon replied he would have the same concerns if the sessions are recorded.

Mr. Fong asked if we could have one or two Board members attend. If the Board doesn't have a voice in listening, he finds it a bit difficult to be asked to make decisions and maybe change policies. Based on his experience from various charter people, they are not shy about saying what is helpful to them.

Superintendent Gordon stated we're trying to get suggestions on how to make the process work better rather than their positions or attitude towards charter schools, public schools, or non-charter schools. His recommendation would be the people who we have in the focus groups will be invited to attend the Board meeting where we discuss their feedback, so at that meeting, they would be welcomed to come and address the Board on anything we summarize or recommendations that we make. The Board would hear the summary of the feedback. The people would be in the audience if they chose to come.

IX.C. Acting President Ahola reported that the Policy Committee met. The Board will be receiving the First Reading of edit/revised Suspension and Expulsion policy in the future.

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 13, 2018 – Fortune School of Education Countywide Charter School Annual Report and Report on Assessments
- B. December 11, 2018 – Adult Re-Entry

XII. Mr. Keefer moved to adjourn the meeting. Ms. Lefkovitz seconded the motion, which carried 5 ayes, 2 absent (Brown, Talamantes). The meeting adjourned at 8:45 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

Subject: December 2018 Employees of the Month	Agenda Item No.: VII.A. Enclosures: 0
Reason: Action	From: David W. Gordon Prepared By: Tim Herrera Board Meeting Date: 11/13/18

BACKGROUND:

CLASSIFIED

Teri Derrington, Para-educator SH, was nominated by Principal Kathy Johnson for her contributions to the Sacramento County Office of Education (SCOE). Ms. Derrington serves preschool students enrolled in Head Start programs at Earl Warren Middle School and Hiram Johnson High School. She is an integral part of SCOE's multi-disciplinary team that works in collaboration with Head Start, Sacramento City Unified School District (SCUSD), and families. Ms. Derrington supports children with significant and multiple special needs to fully participate in enriched learning opportunities. Ms. Derrington demonstrates her dedication to use her unique and natural teaching ability to assess needs, encourage participation, and provide supportive environments that ensure student success. Ms. Derrington has been a SCOE employee since December 1996.

CERTIFICATED

Joe Linehan, Special Education Teacher SH, was nominated by Principal Kathy Johnson for his contributions to the SCOE. Mr. Linehan serves students who have special needs in SCOE's inclusive program at Earl Warren Middle School's and Hiram Johnson High School's Head Start sites. He is an integral member of a collaborative partnership with families, Head Start, the SCUSD, and SCOE specialists. Mr. Linehan values the importance of this team interaction as they work together to develop and implement Individualized Education Plans to address his students' social, motor, self-help, language and cognitive skill building. He is committed to providing appropriate modification and adaptations so his students are able access to the same quality learning and participation opportunities as their typically developing peers. Mr. Linehan nurtures a culture of trust and respect that has empowered parents as valued partners. Mr. Linehan has been a SCOE employee since August 2016.

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 2018, and that the Board present Certificates of Recognition to these employees.

SACRAMENTO COUNTY OFFICE OF EDUCATION
PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting – November 13, 2018

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	Personnel Department	Johnson, Coleen	Mgmt.	Chief Administrator, Human Resources 8 h/d 5 d/w 224 d/y PC# 080035	Cy Young – Support Services	12/10/18	Contract
Classified	Business Services	Dhillon, Arikender	Prob.	Accounting Technician 8 h/d 5 d/w 244 d/y PC# 000160	Business Services	10/16/18	CL-26-A
Classified	Adult Re-Entry	Graves, Joanna	Prob.	Adult Re-Entry Transition Specialist 8 h/d 5 d/w 244 d/y PC# 150018	Student Programs	11/06/18	CL-26-A
Classified	Business Services	Penrose, Denise	Prob.	Sr. Financial Analyst 8 h/d 5 d/w 244 d/y PC# 000171	Business Services	11/01/18	CL-42-A
Classified	Personnel Department	Walker, Wilda	Prob.	Office Assistant 8 h/d 5 d/w 244 d/y PC# 000139	Cy Young – Support Services	10/10/18	CL-17-B
Classified	Business Services	Wilson, Brandis	Prob.	Financial Analyst 8 h/d 5 d/w 244 d/y PC# 000161	Business Services	11/01/18	CL-32-A
Classified	Business Services	Yeagley, Dale	Prob.	Accounting Technician 8 h/d 5 d/w 244 d/y PC# 000156	Business Services	10/15/18	CL-26-A

SUBSTITUTES/TEMPORARY APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date / Duration
Certificated	Various	Moon, Brian	Sub.	Teacher	Various	10/22/18
Certificated	Various	Munro, Gordon	Sub.	Teacher	Various	10/24/18
Classified	Special Education	Maza, Ericka	L/Term	Para Educator	Special Education	10/22/18
Classified	Sly Park	Nance, Tammi	Temporary Assignment	Cook	Sly Park	09/15/18; 09/17/18; 09/21/18

PERSONNEL TRANSACTIONS

November 13, 2018

Classified	Sly Park	Pinkham, Benjamin	L/Term	Cafeteria Assistant, Cook & Maintenance Custodian	Sly Park	10/23/18
Classified	Special Education	Silva, Rachel	L/Term	Para Educator	Special Education	10/09/18
Classified	Various	Smith, Alane	L/Term	Office Assistant & Secretary	Various	10/15/18
Classified	Sly Park	Young, Brittany	Temporary Assignment	Cook	Sly Park	09/18/18–09/20/18

EXTRA ASSIGNMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	Location	Effective Date / Duration
Certificated	Special Education	Smith, Norman	Teacher, ED	Galt High School ED Program	2018-2019 school year 2 additional days
Classified	Special Education	Baerresen, Linda	Para Educator – SH	Project MOVE @ Prairie West Elementary	10/24/18–06/28/19 4 hours a week
Classified	Special Education	Cooley, Deborah	Para Educator	Mather	10/24/18–06/28/19 4 hours a week
Classified	Special Education	Court, Georgina	Para Educator – SH	Greer Elementary	2018-2019 school year 1 additional day
Classified	Student Programs	Esparza-De Jesus, Gabriel	Court & Community Schools, Transition Specialist	Mather	10/24/18–06/28/19 4 hours a week
Classified	Student Programs	Noriega, Leslieanne	Court & Community Schools, Transition Specialist	Leo A. Palmiter Jr./Sr. High School	10/24/18–06/28/19 4 hours a week
Classified	Special Education	Simmons, Valerie	Para Educator – SH	Prairie West Elementary	10/24/18–06/28/19 4 hours a week

LEAVES OF ABSENCE

Group (Mgmt/Cert/Class)	Type	Name	Status	Classification	Location	Effective Date / Duration
Classified	Parental Leave	Briggs, Tiressa	Perm.	Court & Community Schools, Transition Specialist	Gerber Community School	11/12/18–12/21/18; 01/22/19–02/01/19; 02/19/19–03/01/19; 03/18/19–03/29/19
Classified	Parental Leave	Castro, Maria	Perm.	Para Educator – SH	Wilson C. Riles	10/15/18–11/30/18
Classified	Parental Leave	Romoleroux, Courtney	Perm.	Program Specialist	Special Education	10/22/18–11/30/18

SEPARATIONS

Group (Mgmt/Cert/Class)	Type	Name	Classification	Location	Effective Date	Reason for Leaving
Classified	Retirement	Walker, Lynne	Program Analyst	Infant Development Programs	12/31/18	Retirement

R E C A P

	Management	Certificated	Classified	Total
Regular Appointments/Reappointments	1	0	6	7
Substitutes/Temporary Appointments	0	2	6	8
Extra Assignments	0	1	6	7
Leaves of Absence	0	0	3	3
Separations	0	0	1	1
TOTAL	1	3	22	26

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Award of Diplomas	Agenda Item No.: VIII.A.2. Enclosures: 0
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 11/13/18

BACKGROUND:

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

El Centro Jr./Sr. High School

3 Candidates

Elinor Lincoln Hickey Jr./Sr. High School

Marcellus Baker-Lee
Jasmine Corley
Isabelle Trejo

Gerber Jr./Sr. High School

Kaylan Bernard
Charles Tracey Horn, Jr.
Elaine Saephanh

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
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL
November 13, 2018

SPECIAL EDUCATION

Expenditure

Carmazzi, Inc.

Contractor will provide oral interpretation services in several languages for Infant Family Service Plans or Individual Education Programs and communicate with the parent/guardian regarding a child's progress and development. Original contract amount - \$5,000; Amendment No. 1 to add \$2,500 due to an increase in need for special language interpreters only available through this contractor, making the total contract \$7,500.

Amendment

Dates of Service: 07/01/18 – 06/30/19

Source of Funds: Special Education, Infant Development Program

\$2,500.00

Hill-Rom Company, Inc.

Contractor will perform preventative maintenance and scheduled annual inspections on the Liko Lifts in the Sacramento County Office of Education Special Education classrooms. If equipment failure is identified during the periodic inspection, contractor will provide the labor and parts to repair the equipment. Payment will be made monthly based on a fixed rate per lift, per year, for the duration of the three-year contract.

Renewal

Dates of Service: 11/14/18 – 06/30/21

Source of Funds: Medi-Cal

\$22,725.00

Pearson

Contractor will provide software, support, and staff training on the use of the Review 360 Special Education Bundle. This software is a Web-based positive behavior management system which addresses significant student behavior challenges. Training will be provided for administrators, teachers, and students at several Sacramento County Office of Education Special Education school sites.

Renewal

Dates of Service: 11/14/18 – 06/30/21

Source of Funds: Special Education

\$10,750.00

CURRICULUM AND INSTRUCTION

Expenditure

Greenwood Publishing Group, LLC

The Curriculum and Instruction Department supports teachers in this region with the shifts in the CA Standards. One of the most significant shifts in the Common Core Standards for English Language Arts is the emphasis on citing evidence and using sources in argument writing. California Assessment of Student Performance and Progress (CAASPP) data for Sacramento County indicates that only 23% of students are above the standard on writing. Contractor will provide a one-day workshop presented by Carol Jago as part of a workshop series offered through the Sacramento County Office of Education's English Language Arts/English Language Development Network. This professional learning will focus on how to teach opinion and argument writing to students in grades 4-12, which directly supports State Priority No. 2 of the State Standards – Implementation of CA Standards. This workshop will be open to all educators in Region 3, with the expectation of approximately 200 attendees. Services will include advance planning, one day of professional development, development of a custom handout for participants, and all travel expenses.

New

Dates of Service: 01/31/19

Source of Funds: English Language Arts Local Income/Participant Fees

\$4,200.00

STUDENT PROGRAMS

Dora J. Dome Law Offices

As part of Sacramento County Office of Education's Suite of Services aligned to help districts lower suspension rates, Dora Dome will conduct four one-day workshops specifically designed for Sacramento County administrators, staff, and teachers. Topics to be presented include implicit bias in the classroom, reducing disproportionate exclusionary practices and using appropriate alternatives to reduce the overall number of suspensions and expulsions.

New

Dates of Service: 12/10/18 – 06/30/19

Source of Funds: Coordination

\$12,000.00

RECAP

	<u>Expenditure</u>
Special Education	35,975.00
Curriculum and Instruction	4,200.00
Student Programs	12,000.00
TOTAL	\$52,175.00

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: 11/13/18

Title of Grant/Contract: Student Support and Academic Enrichment (SSAE)

Department/Director: School of Education/Dr. Al Rogers

Funding Source: California Department of Education

Amount Requested: \$1,002,189

Fiscal Year(s): 2018–2019, 2019–2020

Program Description:

The grant will support the training of district art leads and coordinators as they work to develop art plans to support the implementation of art education in their districts. Lead teachers will have the opportunity, during this training, to obtain a Visual and Performing Arts authorization to their existing credential. Once teachers have completed the training, they will return to their districts and serve as a resource to assist with professional development for other district teachers. Collaboration with 12 local art organizations in the Sacramento region to design programs and build capacity for delivering art education to the schools will be part of the program.

The project focus will be to enhance visual and performing arts education with a special emphasis on comprehensive support and improvement among the lowest achieving schools that have consistently underperforming student subgroups. It will ensure that K-12 students in Sacramento County have access to a well-rounded education with opportunities to make important connections among their studies, curiosities, passions, and skills.

Through this grant, School of Education staff will provide professional development classes, coaching, guidance, and the documentation needed to implement art education in the school districts. Work will be done from January 1, 2019 to September 30, 2019.

New Positions:

- Limited-Term Staff Secretary

Subcontracts:

- Phoenix University in the amount of \$75,000
- California Commission on Teacher Credentialing in the amount of \$25,000

Evaluation Component:

- Submit progress reports on grant activities and invoices 45 days after the close of the quarter (May 15, 2019)
- Submit final project evaluation on grant activities and invoices 45 days after the end of the grant (November 14, 2019)

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: Student Support and Academic Enrichment (SSAE) Grant

Contact Person/Dept. /Phone #: Dr. L. Steven Winlock / School of Education / 916-228-2612

Fiscal Year: 2018-2019

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.40		57,825	57,825
Salaries - Classified (FTE): 0.50	20,821		20,821
Temporary Employees			0
Employee Benefits	10,046	16,909	26,955
Books and Supplies	25,761		25,761
Travel and Conference	34,000		34,000
Subcontracts Not Subject to Indirect	50,000		50,000
Subcontracts Subject to Indirect	50,000		50,000
Other Services / Operating Expenses	529,819		529,819
Communications (postage/phones)			0
Printing Services	7,500		7,500
Indirect % 8.00	54,236		54,236
Other:			0
Totals	\$782,183	\$74,734	\$856,917

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.10	M47		17,182
Directors	0.30	M40		40,643
Limited-Term Staff Secretary	0.50	23A	20,821	
Totals	0.90		\$20,821	\$57,825

Revised 07/15

Initials of Grants Financial Staff: *MS*

Date: 10/22/18

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: Student Support and Academic Enrichment (SSAE) Grant

Contact Person/Dept. /Phone #: Dr. L. Steven Winlock / School of Education / 916-228-2612

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.25	10,670		10,670
Temporary Employees			0
Employee Benefits	5,346		5,346
Books and Supplies	8,587		8,587
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	176,606		176,606
Communications (postage/phones)			0
Printing Services	2,500		2,500
Indirect % 8.00	16,297		16,297
Other:			0
Totals	\$220,006	\$0	\$220,006

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Limited-Term Staff Secretary	0.25	23A	10,670	
Totals	0.25		\$10,670	\$0

Revised 07/15

Initials of Grants Financial Staff: *LSW*

Date: 10/22/18

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Agenda Item No.: VIII.C.2.

Enclosures: 1

Board Meeting Date: 11/13/18

Grant/Contract Proposal Abstract

Title of Grant/Contract: 2018-2019 Stormwater Quality Program Watershed Stewardship and Education

Department/Director: Special Education/Michael Kast

Funding Source: County of Sacramento Department of Water Resources

Amount Requested: \$2,500

Fiscal Year(s): 2018–2019

Program Description:

Leo A. Palmiter Jr./Sr. High School was selected as a recipient of the Sacramento County Stormwater Quality Program Watershed Education Grant.

Kevin Jordan is the Career Technical Education Horticulture Teacher at Leo A. Palmiter Jr./Sr. High School. This year, his students will be involved in a river-friendly garden project by building and maintaining vertical organic garden towers to grow a variety of edible and non-edible plants on campus. The towers will utilize vertical space to grow an abundance of crops, but will require much less water than traditional agriculture. Students will install drip irrigation to provide small amounts of water directly where it is needed with little to no waste. Water draining from the containers will drip down to the plants growing below. Plants will be grown using only certified organic soils, fertilizers, and organic pesticides. All plant waste and organic materials will be composted on site by the students. The plants will be fertilized using worm castings from the worm compost bins. Students will learn the importance of river-friendly landscaping and the effect that water quality has on our natural waterways, our region, and our environment. The produce generated by these systems will be utilized by the Palmiter Culinary program, and/or sold by Palmiter students at fundraisers.

New Positions:

None

Subcontracts:

None

Evaluation Component:

At the end of the project, a detailed report will be sent to the Department of Water Resources, including a report of expenses with proof of expended funds. Samples of materials or work via digital photos or a video of project activities will also be provided on CD or DVD. All evaluation report components will be submitted by May 24, 2019.

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: 2018-2019 Stormwater Quality Program Watershed Stewardship and Education Grant

Contact Person/Dept. /Phone #: Michael Kast/Special Education/228-3902

Fiscal Year: 2018-2019

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits			0
Books and Supplies	2,500		2,500
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect %			0
Other:			0
Totals	\$2,500	\$0	\$2,500

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

Revised 07/15

Initials of Grants Financial Staff: UMD

VIII.C.2.2.

Date: 10/23/18

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Board Policy 5720 – Pupil Behavior Intervention and Discipline	Agenda Item No.: VIII.D. Enclosures: 4
Reason: First Reading of Board Policy Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 11/13/18

BACKGROUND:

Attached are proposed revisions to Board Policy 5720 – Pupil Behavior Intervention and Discipline. All proposed revisions are indicated by strikeouts and bold underlined additions.

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

- Policy changes are proposed to reflect SCOE's disciplinary practices and philosophy.

The Policy Committee reviewed Board Policy 5720 – Pupil Behavior Intervention and Discipline on October 16, 2018, and recommended that the revised policy be presented to the Board for First Reading.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that Board Policy 5720 – Pupil Behavior Intervention and Discipline be submitted to the Board of Education for First Reading.

DRAFT

5000 – STUDENTS

SUSPENSION AND EXCLUSION OF STUDENTS PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

BP 5720
(Page 1 of 4)

The Sacramento County Office of Education (SCOE) is committed to providing a safe, supportive, and positive school environment which is conducive to pupil learning and to preparing pupils for responsible citizenship by fostering self-discipline and personal responsibility. The Sacramento County Board of Education (Board) believes that high expectations for pupil behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude pupils from instruction as a means for correcting misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting pupil misbehavior at SCOE's schools. The strategies shall focus on providing pupils with needed supports, communicating clear, appropriate, and consistent expectations, and consequences for pupil conduct.

In addition, the Superintendent or designee's strategies for correcting pupil misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures. Disciplinary measures that may result in loss of instructional time or cause pupils to be disengaged from school, such as suspension, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed.

SCOE's staff shall enforce disciplinary rules in accordance with SCOE's nondiscrimination policies.

Legal References:

EDUCATION CODE

1981-1981.5 Enrollment of pupils in community school

48900-48927 Suspension and expulsion

52060-52077 Local control and accountability plan

TITLE 20, UNITED STATES CODE

1415 Individuals with Disabilities Education Act – Procedural safeguards

TITLE 34, CODE OF FEDERAL REGULATION

300.530-300.537 Discipline Procedures

DRAFT

5000 – STUDENTS

~~SUSPENSION AND EXCLUSION OF STUDENTS~~ PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

BP 5720
(Page 2 of 4)

10/10/90	Draft
05/17/93	Revision
11/17/99	First Reading
12/01/99	Second Reading
12/01/99	Approval
02/21/03	Draft Revisions
03/20/03	Reviewed by Legal Counsel
04/15/03	Policy Committee
05/06/03	First Reading
05/20/03	Second Reading
05/20/03	Approval
05/22/03	Distribution
<u>10/16/18</u>	<u>Reviewed by Policy Committee</u>
<u>11/13/18</u>	<u>First Reading</u>

DRAFT

5000 – STUDENTS

SUSPENSION AND EXPLUSION OF STUDENTS PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

BP 5720
(Page 3 of 4)

~~The Board of Education recognizes that maintaining an educational environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension and/or recommendation for expulsion of a student from regular classroom instruction for a period of time deemed necessary to correct the behavior of the pupil.~~

~~Suspension of a student from attendance in school shall be imposed only when other means of correction fail to bring about proper conduct or in an emergency situation.~~

~~The procedures and criteria for considering, recommending, and/or implementing pupil suspension and/or the recommendation for expulsion are specified in the Administrative Rules and Regulations. It shall be the responsibility of each principal and/or site administrator to inform all students of behavioral expectation and the criteria for suspension and/or expulsion on an annual basis or at the time of enrollment in a school program.~~

A. All Students:

1. Suspension

~~A student may be suspended for no more than five (5) consecutive days for any of the reasons enumerated in Education Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7, and pursuant to Education Code 48900.5 and 48911). However, generally a student may not be suspended for more than twenty (20) school days in any school year. (Ed. Code, § 48903)~~

2. Expulsion

~~A student may be recommended for expulsion for any of the reasons enumerated in Education Code 48915, and pursuant to the expulsion procedures identified in Education Code 48918 and 48918.5.~~

B. Special Provisions For Students With Exceptional Needs:

~~An individual with exceptional needs, as defined in Education Code 56026, cannot be suspended or expelled solely by reason of his or her handicap.~~

1. Suspension

~~A with exceptional needs may be suspended for up to but not more than ten (10) consecutive days. (Ed. Code, § 48915.5) (34 C.F.R. §§ 300.519)~~

DRAFT

5000 – STUDENTS

SUSPENSION AND EXCLUSION OF STUDENTS PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

BP 5720
(Page 4 of 4)

2. ~~Expulsion~~

~~The procedures for the expulsion of a student with exceptional needs are different than the expulsion procedures for non-handicap students. The expulsion of an exceptional needs student is a substantive change in educational placement, and, as such, must comply with Federal and State requirements relating to the placement of individuals with exceptional needs, which includes an assessment and convening of a manifestation determination review, Individual Education Program (IEP) Team meeting. (34 C.F.R. §§ 104.35(a), 300, 523; 20 U.S.C. 1415 (k))~~

~~The individualized Educational Program (IEP) Team must determine, in relationship to the behavior subject to disciplinary action, that:~~

- ~~1. The child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided and are consistent with the child's IEP and placement;~~
- ~~2. The child's disability did not impair the child's ability to understand the impact and consequences of the behavior subject to disciplinary action;~~
- ~~3. The child's disability did not impair the child's ability to control the behavior subject to disciplinary action. (34 C.F.R. §§ 300, 524; 20 U.S.C. 1415 (k))~~

~~NOTE: AB 1859 (Chapter 492, Statutes of 2002) deleted Education Code 48915.5 and 48916 which provided that students with exceptional needs may only be suspended for five days except for a truly dangerous student and provided for specific procedures for the expulsion of students with exceptional needs. Education Code 48915.5 now simply refers to federal law regarding rules for suspending and expelling students with exceptional needs.~~

~~REFERENCE: California State Department of Education Office of Special Education, Policy Statement SE 9 45 CFE 121a; 340 et seq. California Education Code 48900 – 48923; 34 C.F.R. 104.35; 34 C.F.R. 300.519 et seq.; 20 U.S.C. 1415(k).~~
BP-5720-Susp-Exp-GV-final

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Elimination of Board Policy 5114.1 – Student Expulsion – County Community Schools	Agenda Item No.: VIII.E. Enclosures: 2
Reason: First Reading and Proposed Elimination	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 11/13/18

BACKGROUND:

Attached is Board Policy 5114.1 – Student Expulsion – County Community Schools for proposed elimination.

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

- The policy’s subject matter is encompassed within other policies.

The Policy Committee reviewed this Board Policy 5114.1 – Student Expulsion – County Community Schools on October 16, 2018, and recommended that the proposed elimination of these policies be presented to the Board for First Reading.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that the proposed elimination of Board Policy 5114.1 – Student Expulsion – County Community Schools, be submitted to the Board of Education for First Reading.

5000 - STUDENTS

STUDENT EXPULSION COUNTY COMMUNITY SCHOOLS

BP 5114.1

(Page 1 of 2)

The Sacramento County Office of Education, in agreement with 16 school districts in Sacramento County, operates County Community Schools. These programs serve students who have been expelled from their district of residence, placed by a district or county SARB and/or placed by the probation department. The county community schools may serve students in grades K-12.

The Sacramento County Office of Education has the rights and responsibilities of a school district for purposes of establishing and maintaining a county community school. The Sacramento County Board of Education is deemed to be the 'school district' or Local Educational Agency (LEA) for those students enrolled in the Sacramento County Community School program. To comply with Public Law 103-382, commonly referred to as the "Gun- Free Schools Act of 1994," the Sacramento County Board of Education, as the LEA for the Sacramento County Community Schools, must have a policy mandating the expulsion of students who possess firearms at school or a school activity.

A student who is in possession of a firearm on the grounds of a county community school or at an activity of the county community school shall be referred for expulsion. The period of expulsion shall be for one calendar year, unless an earlier return date is ordered. The period of expulsion shall be considered on a case-by-case basis.

An immediate referral will be made to the appropriate law enforcement agency and the probation department whenever a student possesses any weapon or commits an assault or battery with any weapon at a Sacramento County Community School or a school activity.

5000 - STUDENTS

STUDENT EXPULSION COUNTY COMMUNITY SCHOOLS

BP 5114.1
(Page 2 of 2)

The Administrative Rules and Regulations for effectuating an expulsion of a student from the Sacramento County Community Schools program and affording the student his/her due process rights shall be developed and approved by the County Superintendent.

REFERENCES

Public Law 103-382 (section 8921 et seq., Title 20 (U.S. Code)
Education Code sections 1981, 1982, 1984, 1986, 48915(c)(1), 48916(a)
Penal Code sections 245, 626.9, 626.19

05/13/98	Drafted
06/16/98	First Reading
06/16/98	Second Reading
06/16/98	Amended/Approved
09/15/98	Amended/Approved
10/20/99	Proposed Revision
11/17/99	First Reading
12/01/99	Second Reading
12/01/99	Approval
<u>10/16/18</u>	<u>Reviewed by Policy Committee</u>
<u>11/13/18</u>	<u>First Reading</u>

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Fortune Countywide Charter School	Agenda Item No.: VIII.F. Enclosures: 48
Reason: Annual Report and Report on Student Assessments	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 11/13/18

BACKGROUND:

Francie Heim, former Deputy Superintendent for the El Dorado County Office of Education, has been assisting the Sacramento County Superintendent of Schools and the Sacramento County Board of Education with the oversight and monitoring of the Fortune School of Education Countywide Charter (Fortune). Ms. Heim will present her Annual Oversight Report at the Board meeting. (Attachment 1)

At Fortune's request, Rachel Perry, SCOE's Director of Research and Evaluation, prepared an independent report on Fortune's student assessment results. (Attachment 2). In addition, Fortune has provided supplemental information and data about its charter schools (Attachment 3) and will have an opportunity to present at the Board meeting.

FORTUNE SCHOOL OVERSIGHT REPORT

Submitted by Francie Heim

ANNUAL OVERSIGHT REPORT TO THE SACRAMENTO COUNTY BOARD OF EDUCATION

This report summarizes the Fortune School of Education (Fortune) 2017-18 school year activities and includes an update on the start of the 2018-19 school year.

The revised Memorandum of Understanding (MOU) with Fortune (June 2016) 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
 - Review of state assessment data (aggregate/disaggregate/significant groups)
 - Report on expulsions and suspensions (LCAP goal)
 - Summary data from annual student/parent satisfaction survey (LCAP goal)
 - Other key statistics identified in 2017-18 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 2017-18 LCAP
- V. Fortune Team to Provide Information to the Board on These Items Identified in the MOU
 - Results of local assessments
 - Plans to address areas identified as needing improvement by Fortune
 - How the Sacramento County Board of Education can support the success of the charter
 - Additional information on 2017-18 test results

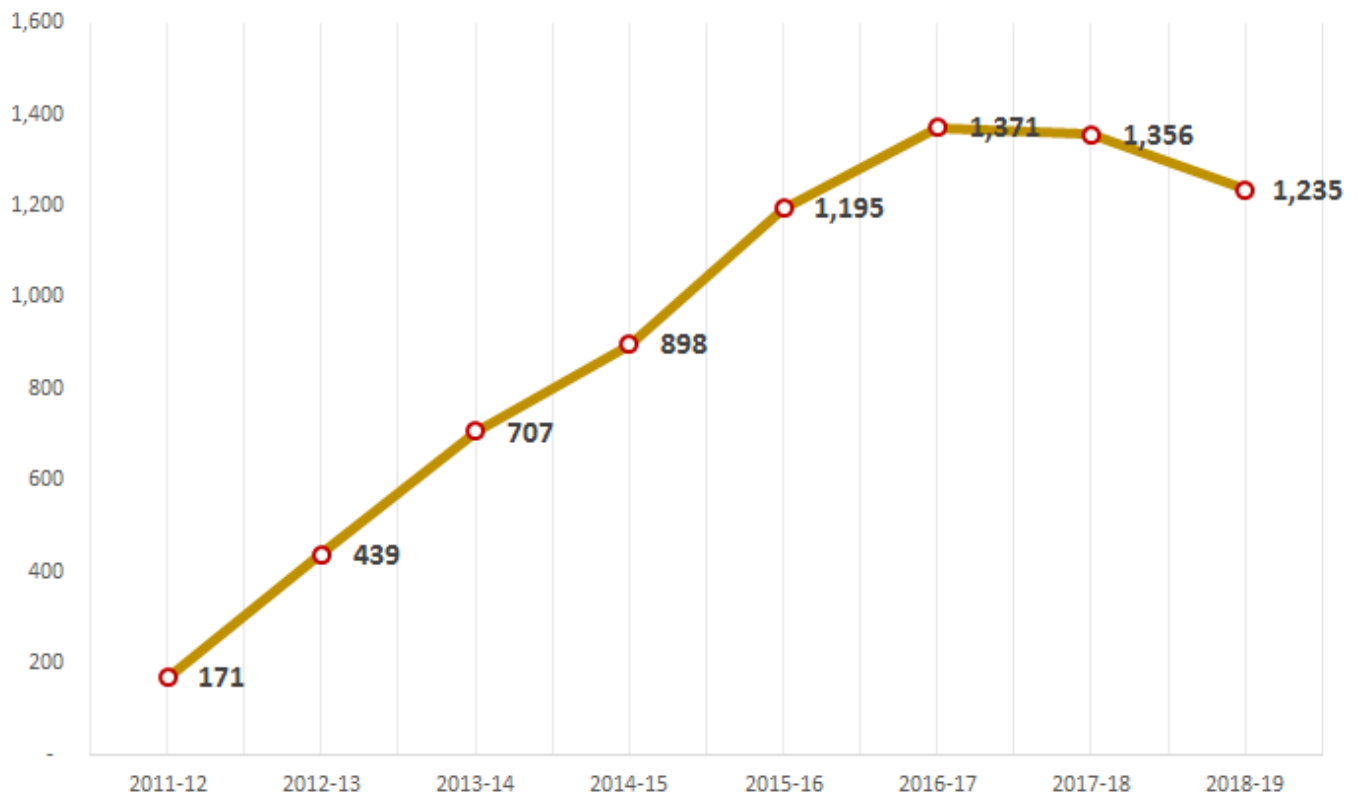
OVERVIEW

Fortune operates six sites serving the following grade levels in 2018-19:

		Date Opened	Grade Levels
Fortune School	FS	2011-12	K-5
William Lee College Prep	WLCP	2012-13	K-5
Alan Rowe College Prep	ARCP	2013-14	TK-8
Ephraim Williams College Prep	EWCP	2014-15	6-8
Hazel Mahone College Prep	HMCP	2015-16	TK-5
Rex and Margaret Fortune Early College High School	FECHS	2017-18	9-10

2017-18 was the first year Fortune did not increase enrollment. In 2018-19, enrollment has declined (October 2018 student count).

Fortune Charter School Enrollment Growth Over Time



PART 1 – PROGRESS TOWARD MEETING CHARTER GOALS/LCAP GOALS

The 2015-16 Fortune LCAP established 32 goals, and the charter was renewed based on the LCAP goals. Based on stakeholder feedback, the LCAP was too lengthy and needed to be consolidated into larger goals. The 2017-18 LCAP is materially the same as the 2015-16 LCAP and will be used as a basis for this review.

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.

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.

Operations

Create safe, clean, and welcoming learning environments.

LCAP GOAL: INSTRUCTION

Pursuant to the MOU, the annual oversight report will include a report of state assessment data. A summary of the 2017-18 California Assessment of Student Performance and Progress (CAASPP) results (as of September 2018) for English Language Arts (ELA), and Math are shown in the report. Fortune and Sacramento County Office of Education staff will provide additional detailed student achievement information.

LCAP Expected Annual Measurable Outcome:

In the 2014-15 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 fifteen (15) percentage point increase (in 2017-18) over the baseline year.

1.1 FORTUNE ENGLISH LANGUAGE ARTS (ELA) AND MATH TEST RESULTS (ALL STUDENTS) FOR 2016-17 AND 2017-18

Smarter Balanced Assessment Results		ELA Results All Students							Math Results All Students						
		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 16-17	175	136	110	80	48	35	584	174	136	109	80	48	35	582
# Tested*	Fortune 17-18	149	135	103	104	47	37	575	147	133	101	104	47	37	569
* # tested with scores															
Standard met	Fortune 16-17	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 17-18	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%
Change from Prior Year		-0.43%	5.49%	1.63%	3.37%	21.81%	-4.09%	3.33%	2.78%	25.54%	2.73%	6.63%	23.58%	4.63%	9.94%

Actual Annual Measurable Outcome:

1.2 FORTUNE ENGLISH LANGUAGE ARTS (ELA) AND MATH TEST RESULTS FROM 2014-15 (BASELINE) TO 2017-18

	Meeting or Exceeding Standards	Percentage Point Growth
2014-15 ELA	31%	
2015-16 ELA	31%	0.00%
2016-17 ELA *	35.5%	4.45%
2017-18 ELA	38.8%	3.33%
Total ELA Growth		7.78%

** Scores carried to two places starting in 2016-17*

2014-15 Math	22%	
2015-16 Math	25%	3.00%
2016-17 Math	27.32%	2.32%
2017-18 Math	37.26%	9.94%
Total Math Growth		15.26%

Fortune did not meet the LCAP goal of growing five percentage points annually in the area of ELA, with students meeting or exceeding standards increasing from 31% (baseline) to 39%, an overall increase of eight (8) percentage points.

Fortune met the LCAP goal of growing five (5) percentage points annually in the area of Math, with students meeting or exceeding standards increasing from 22% (baseline) to 37%, an overall increase of 15 percentage points.

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). English proficiency is measured by the ELPAC. ELPAC results from 2017-18 (released October 2018) will establish a baseline to measure future progress.

32 EL students were tested (CAASPP/Smarter Balanced Assessment) in 2017-18 with 12.5% meeting or exceeding standards in ELA (a small increase over prior year rate of 12.2%) and 21.88% meeting standards in Math (a significant increase over the prior year rate of 14.64%). This measurement only includes students tested in 2017-18 (Grades 3 to 8) and does not include all EL students but is an indicator of progress.

1.3 FORTUNE PERFORMANCE OF ENGLISH LEARNERS ON ELA AND MATH

	EL Tested	EL Meeting or Exceeding Standards ELA	EL Meeting or Exceeding Standards Math
2016-17	41	12.20%	14.64%
2017-18	32	12.50%	21.88%

Fortune identified 7% (98 students) of the total population as English Learner (2017-18), with 21 students redesignated as Fluent English Proficient (RFEP).

1.4 FORTUNE ENGLISH LEARNER TRENDS FROM 2014-15 TO 2017-18

	Enrollment All Students	English Learner	English Learner %	Students Redesignated RFEP	Students Redesignated RFEP %*
2014-15	898	72	8%	19	33%
2015-16	1,195	91	8%	34	47%
2016-17**	1,371	118	9%	4	4%
2017-18	1,356	98	7%	21	18%

* % based on PY EL count.

** in 2016-17 Fortune amended the RFEP count from -0- to 4

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. 80% of parents will express confidence that the schools are safe and secure.

Actual Annual Measurable Outcome:

The annual parent survey for 2017-18 (532 responses/1,356 October enrollment count = 39%, prior year 42%) shows a high level of satisfaction with the academic program and the educational environment. This goal is met.

- 87% of parents (responding to the survey) rated the school culture as positive.
- 87% of parents (responding to the survey) rate overall school environment/safety as positive.
- 87% of parents (responding to the survey) rate the academic program as very effective.
- 84% of parents (responding to the survey) report overall satisfaction with the school.

1.5 2017-18 PARENT SURVEY RESULTS SUMMARY

2017-18 Parent Survey (532 Responses)		
Culture	My scholar enjoys going to school.	88%
	I find it easy to get my scholar to school everyday and on time.	89%
	The school's office is responsive.	88%
	Overall, I would rate the school culture as very positive.	87%
School Environment	My scholar's school is clean and in good physical condition.	95%
	My scholar's school takes actions to ensure his/her safety.	90%
	Overall, I would rate my scholar's school environment as very positive.	87%
Academic Program	Sets high standards for academic success.	95%
	Provides me with information about grade-level standards that my scholar is responsible for mastering.	86%
	I review and understand the ELA and Math Data Walls outside my scholar's classroom.	78%
	Meets the individual and academic needs my scholar.	86%
	Prepares my scholar's academically for his/ her next phase of schooling.	89%
	My scholar is provided the necessary resources needed to learn.	89%
	My scholar's teacher is respectful and professional.	95%
	Overall, I would rate the academic program at my scholar's school as very effective.	87%
Administrator Effectiveness	My scholar's administrators are approachable when I have comments or concerns.	90%
	My scholar's administrators communicates with me about important school policies and events.	88%
	My scholar's administrators consistently enforces school rules and policies.	86%
	My scholar's administrators are respectful and professional.	94%
Parent Involvement:	The parent education and involvement opportunities offered are helpful.	92%
	I participate in parent involvement opportunities at my scholar's school.	75%
	I am satisfied overall with my scholar's school.	84%

Expected Annual Measurable Outcome:

95% attendance rate at all schools.

Actual Annual Measurable Outcome:

The 2017-18 attendance average rate for students enrolled in the Fortune schools was 95%, but not all schools individually achieved 95%. The goal was substantially met.

This was a significant area of focus for the Fortune team in 2017-18. Attendance strategies are prominently displayed at each site. Year-to-date statistics are posted prominently as well as class incentives to improve attendance.

1.6 FORTUNE 2017-18 ANNUAL ADA

Fortune Schools June 2017	Days of ADA Possible	Days of Actual Attendance	Average Daily Attendance *	% ADA
			176	
FS	57,141	54,396	309	95%
WLCP	43,842	41,231	234	94%
ARCP	51,179	47,824	272	93%
EWCPMS	20,946	20,241	115	97%
HMCP	44,557	42,002	239	94%
ECHS	8,738	8,267	44	95%
Total	226,403	213,961	1,212	95%

* 176 days for all but ECHS which operated 190 days

1.7 HISTORICAL TRENDS

Historical Attendance Trends	
2011-12	94%
2012-13	94%
2013-14	95%
2014-15	94%
2015-16	94%
2016-17	94%
2017-18	95%

Expected Annual Measurable Outcome:

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

Actual Annual Measurable Outcome:

In 2016-17, 17% of Fortune students were chronically absent.

In 2017-18, 14% of Fortune students were chronically absent based on preliminary data (pending CDE certification).

Fortune did not meet the goal of 5% or less.

2016-17 was the first year of statewide data collection of chronic absenteeism. The Sacramento County average was 14%. The weighted average of Fortune and the four major districts of residence for Fortune students was 14%. Chronic absenteeism measures excused and unexcused absences.

2017-18 data is not yet publicly available for Fortune and comparison LEAs. 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.

Expected Annual Measurable Outcome:

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

Actual Annual Measurable Outcome:

2017-18 CDE certified data is not yet publicly available for Fortune and comparison LEAs.

Fortune preliminary suspension rate (not certified by CDE) for 2017-18, was 4.69%. Fortune did not meet the goal of 2% or lower suspension rate. Fortune suspension rate at 4.69%, is lower than the 5.8% 2016-17 weighted average of the four districts of residence for the majority of Fortune students and Fortune.

Fortune had no expulsions in 2017-18. Fortune met the goal of a student expulsion rate, not to exceed .1%. The weighted average for expulsions for comparison districts for 2016-17 was .04%

1.8 FORTUNE 2016-17 CHRONIC ABSENCE DATA

2016-17 Chronic Absenteeism Rates*	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
LEA			
Fortune	1,483	257	17%
Elk Grove	66,711	6,770	10%
Twin Rivers	37,916	7,622	20%
Natomas	15,679	1,530	10%
Sacramento City	49,781	7,525	15%
Weighted Average **	171,570	23,704	14%
Sacramento County	258,720	35,050	14%
Statewide	6,405,496	694,030	11%
* 2017-18 not yet publicly released			
**Weighted average of Fortune and 4 major student district of residence			

1.9 FORTUNE SUSPENSION/EXPULSION RATES

Suspension/Expulsion		Cum. Enroll.	Students Suspended	Suspension Rate	Expulsion	Expulsion Rate
Fortune	2015-16	1,263	97	7.68%	2	0.16%
Fortune	2016-17	1,522	48	3.15%	1	0.07%
Fortune	2017-18	1,430	67	4.69%	0	0.00%
2017-18 Fortune data pending CDE certification						
Elk Grove Unified	2016-17	66,711	3154	4.73%	21	0.03%
Natomas Unified	2016-17	15,679	913	5.82%	20	0.13%
Sacramento City	2016-17	49,781	3145	6.32%	16	0.03%
Twin Rivers	2016-17	37,916	2692	7.10%	13	0.03%
Weighted Average (4 Districts & Fortune)	2016-17	171,609	9,952	5.80%	70	0.04%
Sacramento County	2016-17	258,720	14,815	5.73%	159	0.06%

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.

A site visit observation confirmed that school sites are well maintained.

95% of parents (responding to the survey) reported that the school is clean and in good physical condition.

90% of parents (responding to the survey) reported that the school takes actions to ensure the safety of students.

The goal is met.

PART 2 – EVIDENCE FORTUNE IS FINANCIALLY SOUND

Fortune has consistently demonstrated sound financial management, solid budget monitoring practices, positive annual audits, and ending balances that are 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 2017-18, the overall ending balance (line 6) was 10% of expenditures (line 7). The 2018-19 budget projects an ending balance of 9%.

The 2018-19 budget is based on an optimistic enrollment projection that did not materialize and will require a significant adjustment at the First Interim Budget Revision (December 2018). Fortune reported that the vacant positions would not be filled and the first interim budget will reflect the reduced income and staffing positions as well as other budget reductions. The required reserve will be maintained.

2.1 FORTUNE FINANCIAL TREND DATA

	Summary Budget Update	2015-16 End of Year Actuals	2016-17 End of Year Actuals	2017-18 End of Year Actuals	2018-19 Budget June 2018
1	Income	15,934,984	16,531,167	17,438,278	20,120,574
2	Expenditures	15,794,819	15,986,297	17,152,710	19,950,772
3	Income Less Expenditures	140,165	544,870	285,568	169,802
4					
5	Beginning Balance	684,653	824,818	1,369,688	1,655,256
6	Ending Balance	824,818	1,369,688	1,655,256	1,825,058
7	Ending Balance as % of Expense	5%	9%	10%	9%
8	Prepaid Expenditures/Commitments	200,434	172,234	108,431	
9	Restricted			28,785	28,785
10	Unassigned		603,625	913,761	1,079,119
11	Reserve for Economic Uncertainty (5% LCFF)	624,384	593,829	604,279	717,154
12	LCFF Sources	9,503,663	11,876,582	12,085,582	14,343,086
13	Reserve as % of LCFF Sources (MOU requires 5%)	7%	5%	5%	5%

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. The three-year average for Fortune in 2017-18 was 81.77%.

2.2 2017-18 FORTUNE LCFF UNDUPLICATED PUPIL COUNT

	Enrollment	Unduplicated Pupil Count*	Unduplicated Pupil Count as % of Enroll.
2017-18	1,356	1,073	79%
2016-17	1,371	1,147	84%
2015-16	1,195	987	83%
Three Year Average	3,922	3,207	81.77%
Cap for Concentration Funds**			87.34%

** Free/Reduced, English Learner, Foster Youth*

*** Based on district highest %, Twin Rivers Unified*

PART 3 – KEY DEMOGRAPHIC DATA

2017-18 ADMISSIONS PROCESS, LOTTERY, CURRENT WAITING LIST

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

For students to be admitted to Fortune, they must first 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, a report card from a previous school (if applicable), and physical examination (for TK/K only). If the number of applications does not exceed the capacity of the charter school, there will be no lottery and all students who submitted complete applications will be enrolled.

In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container, and those exceeding the number of available spaces will be 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 current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided students admitted under any such preference shall not constitute more than 10% of the school's total enrollment. Currently enrolled students will not participate in the random drawing, as they are automatically reserved a space for the following year. If a lottery is not triggered after the February 10, 2018, open enrollment period, students will be enrolled on a first come, first served basis.

A lottery was held for the 2018-19 school year at Fortune, Alan Rowe, Hazel Mahone, and Ephraim Williams, with 29 student names entered in the container. Students were enrolled into open slots or placed on a waiting list in the order in which the names were pulled.

3.1 FORTUNE 2017-18 LOTTERY

2018-19 Lottery	FS	WLCP	ARCP	HMCP	EWCP	FECHS	Total
TK/K							-
1st							-
2nd							-
3rd	4						4
4th			3	6			9
5th							-
6th					13		13
7th			3				3
8th							-
9th							-
Total	4	-	6	6	13	-	29

3.2 FORTUNE 2018-19 WAITING LIST (OCTOBER 2018)

Wait List as of October 2018	FS	WLCP	ARCP	HMCP	EWCP	FECHS	Total
TK/K		1	-				1
1st			-	-			-
2nd				-			-
3rd	7	3	8	8			26
4th	7	10	9	10			36
5th	7	9	5	7			28
6th			10				10
7th			9		8		17
8th			4		8		12
9th							-
Total	21	23	45	25	16	-	130

The statewide official enrollment count (CBEDS) date for 2018-19 is October 3, 2018. However, reports are not filed with the state until November. Based on mid-October enrollment reports, Fortune reported a total of 1,235 students, a decline of 121 students from the October 2017 count (1,356). The 2018 enrollment of 1,235 is 219 students less than the 2018-19 budget projection of 1,454 (June 2018).

3.3 2018-19 FORTUNE ENROLLMENT COUNTS

	FS	WLCP	ARCP	EWCP	HMCP	FECHS	Total
2017-18 Enrollment (October 2017)	340	270	307	123	268	48	1,356
October 2018 enrollment	245	244	269	133	265	79	1,235
Increase (Decrease)	95	26	38	(10)	3	(31)	121
2018-19 Budget Projection Count	311	259	321	161	308	94	1,454
October 2018 enrollment	245	244	269	133	265	79	1,235
Increase (Decrease)	(66)	(15)	(52)	(28)	(43)	(15)	(219)

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.

3.4 FORTUNE HISTORICAL TREND OF STUDENT ETHNICITY

Year	Total Enroll.	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2014-15	898	60.80%	0.70%	2.90%	0.60%	22.70%	0.80%	1.60%	9.60%	0.30%
2015-16	1,195	61.10%	0.40%	1.90%	0.30%	25.20%	0.60%	1.10%	8.50%	0.90%
2016-17	1,371	65.10%	2.10%	2.10%	1.20%	23.60%	1.10%	1.50%	3.30%	0.00%
2017-18	1,356	65.00%	1.60%	2.10%	0.70%	23.10%	1.00%	1.30%	5.20%	0.00%

Data for 2018-19 is not yet available.

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

The Fortune African American student population is 65%, the weighted average (four districts and Fortune) is 14%. Fortune has a stated goal to close the documented achievement gap for African American students. Therefore, we would expect to see this population higher than the district averages. The Fortune Latino student population is 24%, the weighted average is 34%.

3.5 FORTUNE DEMOGRAPHICS COMPARED TO WEIGHTED AVERAGE OF FOUR DISTRICTS (OCTOBER 2017)

2017-18 Demographics	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	63,297	12.00%	0.60%	24.00%	5.90%	26.60%	1.70%	20.00%	9.20%	0.00%
Sac. City	46,595	15.70%	0.50%	16.50%	1.40%	39.50%	2.00%	17.20%	6.60%	0.60%
Twin Rivers	32,538	13.40%	0.80%	8.30%	0.90%	41.20%	1.40%	27.40%	4.20%	2.40%
Natomas	14,895	16.80%	0.70%	16.60%	4.90%	31.00%	1.70%	18.40%	9.30%	0.60%
Fortune	1,371	65.10%	2.10%	2.10%	1.20%	23.60%	1.10%	1.50%	3.30%	0.00%
Weighted Average	158,696	14.28%	0.63%	17.70%	3.42%	33.77%	1.72%	20.40%	7.37%	0.72%

In 2017-18, Fortune had a funded P-2 ADA of 1,246. The majority of the students (94%) come from four districts: Elk Grove Unified, Natomas Unified, Sacramento City Unified, and Twin Rivers Unified.

3.6 FORTUNE 2017-18 P-2 ADA BY DISTRICT OF RESIDENCE

Fortune 2017-18 P-2 ADA	TK/K-3	4-6	7-8	9-12	Total	PY	% of Total
Sacramento City Unified	289.10	150.93	43.77	17.82	501.62	517.07	40%
Elk Grove Unified	254.14	148.23	33.60	19.53	455.50	481.75	37%
Twin Rivers Unified	95.95	17.32	2.85	4.43	120.55	110.09	10%
Natomas Unified	73.14	14.95	1.54	0.97	90.60	80.17	7%
Subtotal	712.33	331.43	81.76	42.75	1,168.27	1,189.08	94%
San Juan Unified	29.21	8.93		0.95	39.09	37.41	
Robla ESD	14.04	0.99			15.03	11.55	
Folsom Cordova Unified	4.12	1.79		0.98	6.89	6.03	
Washington Unified	5.86	1.95	0.96		8.77	7.56	
Dry Creek	1.95				1.95	3.72	
Fairfield Suisun Unified	0.96	0.95			1.91	1.92	
Galt	0.99			0.59	1.58	0.97	
Center	0.95				0.95		
Lodi	0.93				0.93		
Marysville	0.85				0.85		
Roseville City ESD					-	2.95	
Rocklin Unified					-	0.92	
Subtotal	59.86	14.61	0.96	2.52	77.95	73.03	6%
Total	772.19	346.04	82.72	45.27	1,246.22	1,262.11	

3.7 FORTUNE 2017-18 GAINS/LOSS BY SCHOOL SITE

Enrollment at the start of school (2017-18) was 1,308. There was a gain of 158 students and a loss of 262 students for an ending (June 2018) count of 1,204 students. There was a net loss of 104 students.

Fortune Schools June 2018	Beginning Count	Gain	Loss	Ending Count
FS	325	41	61	305
WLCP	264	23	56	231
ARCP	301	32	61	272
EWCPMS	111	14	10	115
HMCP	260	43	65	238
FECHS	47	5	9	43
Total	1,308	158	262	1,204
Change in 2017-18				(104)

3.8 2017-18 FORTUNE FREE AND REDUCED LUNCH COUNTS WITH HISTORICAL TRENDS

Fortune	Total Enroll.	Free & Reduced Eligible	Free & Reduced %
2014-15	898	732	82%
2015-16	1,195	984	82%
2016-17	1,371	1,142	83%
2017-18	1,356	1,062	78%

78% of students (October 2017 count) were identified as eligible for free and reduced meals, a decline from prior year eligibility.

3.9 FORTUNE SPECIAL EDUCATION PUPIL COUNT

	Students with Special Needs		2015-16	2016-17	2017-18
1	December Count				
2	Intellectual Disability	ID	1		1
3	Hard of Hearing	HH			1
4	Speech/Language Impairment	SLI	58	51	62
5	Emotional Disturbance	ED	2	2	1
6	Other Health Impairment	OHI	10	30	25
7	Specific Learning Disability	SLD	27	37	52
8	Autism	AUT	10	11	8
9	Traumatic Brain Injury	TBI		1	
10	Total		108	132	150
11	Total Students (October Count)		1,196	1,371	1,356
12	% of Population		9.03%	9.63%	11.06%

Fortune is a member of the El Dorado County Charter Special Education Local Plan Area (SELPA). Fortune identified 11% of the population as students with special needs in 2017-18.

The K-12 statewide average (2017-18) was 11.5%. At 11%, Fortune is close to the statewide average.

PART 4 – GENERAL INFORMATION (PREPARED BY FORTUNE)

2017-18 PROFESSIONAL DEVELOPMENT ACTIVITIES

Fortune provides 54 days of professional development (weekly intellectual preparation, workshops, and conferences) to teachers. School sites have weekly staff development meetings, daily planning time, and a weekly early release day. The focus of Fortune's professional development is on Setting the Tone for Learning (Classroom Management), Intellectual Preparation for its Common Core-aligned/state-adopted instructional materials, data-driven instruction, ratio strategies for student-centered classrooms, Close Reading strategies in ELA, and explicit training in the planning and execution of its Math Curriculum. A highlight of Fortune's professional development offerings is its Summer Symposium. This is a multi-day event for all staff focusing on Fortune culture and organization-wide initiatives.

In addition to its in-house professional development, Fortune participates in national, cohort-based programs designed for the top emerging charter management organizations in America. Fortune is a member of the Charter School Growth Fund Emerging CMOs Program and the Charter Network Accelerator hosted by Achievement First, one of the top performing CMOs in the country. Fortune's Senior Data Analyst and Director of Data, Analytics and Strategy have recently completed an exclusive program with Harvard School of Education called the Strategic Data

Partnership. Since 2008, the Strategic Data Partnership has been partnering with school districts, charter schools, and state departments of education to bring high-quality research methods and data analytics strategies to bear on educational decision making. This partnership has sharpened the skills of our data team and connected Fortune with high-quality organizations from all over the country. Fortune's Director of Data, Analytics, and Strategy completed a two-year fellowship program with the Broad Residency for Urban Education. This is a leadership development program where leaders from approximately 40 urban school districts or charter management organizations research and learn about best practices in Urban Education from leading practitioners in the field and travel to cities around the country to see the best practices in action.

Fortune has invested heavily in training Principals and Master Teachers through the RELAY Graduate School of Education. Fortune's Director of Curriculum & Instruction, as well as principals from three schools, completed the RELAY Graduate School of Education's National Principal Supervisor Academy Fellowship and National Principal Academy Fellowship last year. This year, Fortune is sending 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 & 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. This year's cohort (cohort 6) includes three lead teachers, who are working on projects including: replicating the growth of Ephraim Williams College Prep, our middle school who has made significant growth over the last two years; developing a Kindergarten Academy to replicate our most successful kindergarten classes; and adapting the effective professional development for Middle School to the Fortune School model of Professional Development that focuses on the See It, Name It, Do It method we have learned through our work with RELAY.

Our District Intern program gives candidates the foundational coursework and support they need to launch their careers in education.

2017-18 SHARING OF BEST PRACTICES WITH LOCAL SCHOOL DISTRICTS

In addition to operating charter schools, Fortune has partnerships with 65 school districts, charter schools, and nonpublic schools to credential Multiple Subject, Single Subject, and Special Education teachers. It served 91 teachers and school leaders through these programs in the 2017-18 school year, including teachers employed in Sacramento City Unified, Natomas Unified, Twin Rivers Unified, San Juan Unified, St. HOPE Public Schools, Center Unified School District, and Gateway Community Charters. As part of the program, Fortune reports regular communication with school district site principals and mentor training for teachers within these school systems who provide support for intern teachers.

2017-18 SUMMARY OF MAJOR DECISIONS/POLICIES ESTABLISHED BY FORTUNE BOARD

From the 2017-18 Board Agendas, the following actions were taken.

Three policies were adopted:

- Suicide Prevention Policy
- Wellness Policy
- Technology Acceptable Use Policy

One policy was revised:

- Attendance Policy

Other major decisions:

- Removal of Sole Statutory Member from Corporate Bylaws
- Letter of Intent to lease from Turner Impact Capital for future High School site in Elk Grove
- Bank loan up to \$750K for Hazel Mahone Phase II expansion to serve the middle school population. Landlord improvements provided 50% of the cost.

2017-18 DATA ON PARENTAL INVOLVEMENT IN GOVERNANCE AND OPERATION OF SCHOOLS

Fortune School currently operates two School Site Councils (SSC), one at the K-8 level and the second at the Early College High School. Both SSC compositions are based on the elementary and high school composition requirements pursuant to Title I, Part A. The composition for the K-8 SSC consists of 10 members: one administrator, three classroom teachers, one staff/non-classroom teacher, and five parent/community members representing each of the five schools. The high school composition consists of eight members: one principal, two teachers, one staff/ non-classroom teacher, two parents, and two high school students. Each member is provided with formal training in his/her role and responsibilities.

Each SSC meets a minimum of four times throughout the year. The primary duty is to write, monitor, evaluate, and approve the Single Plan for Student Achievement (SPSA), which is submitted to Fortune School of Education's governing board for adoption.

SUMMARY FROM FORTUNE LCAP JUNE 2018

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Key features to highlight this year are: A vast majority of our parents are satisfied with our schools and participate actively in their scholar's educational achievement; both Math and ELA scores continue to increase; our schools offer a well-rounded program that includes: competitive sports, visual arts and instrumental music; we have strong emphasis on hands on science for grades K-8 and the Rex and Margaret Fortune Early College High School in partnership with Consumes River College and Cal Poly San Luis Obispo will be expanding to tenth grade.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

A few of our greatest areas of progress can be seen in our success in parent engagement and overall stakeholder input on the Local Control and Accountability Plan process and development. A majority of our families responded with very valuable evaluation and feedback on how well we have done at reaching our goals.

84.51% of parents are satisfied overall with their scholar's school.

87.27% rate their scholar's school as having a positive environment.

87.27% rate the school's culture as very positive.

87.60% rate the academic program as being very effective

74.51% feel that the parent education and involvement opportunities are helpful.

93.60% feel that the administrative staff are respectful and professional.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Needs currently addressed in this section are based on the 2016-17 testing results in both ELA and Math reflected in the school's dashboard which can be found on the California Department of Education website. Per the dashboard in English Language Arts we recognize that our current school placement is in yellow. Students included in this group are: English Learners, Socioeconomically Disadvantaged, Black or African American and Hispanic or Latino. Current placement for math on the dashboard is yellow. We recognize that English Learners and Socioeconomically Disadvantaged are in the orange. Black or African American and Hispanic or Latino students are in yellow. We anticipate growth pending our SBAC scores from 2017-18.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance gaps addresses in this section are based on the 2016-17 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. Per the 2016-17 results current performance gaps can be found in Students with Disabilities. Students with Disabilities currently is in orange. To address such gap, we anticipate 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 Common Core in ELA and math

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The three most significant ways Fortune School will increase or improve services for low-income students, English learners and foster youth is:

- Focus on key levers of observation and feedback of teachers and data-driven instruction through Relay Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF)
- Pilot more rigorous curriculum that is aligned to Common Core in ELA and math.
- Each struggling reader in grades K-3 will be fluent readers by the end of the third trimester.



REPORT ON STUDENT ASSESSMENTS

Submitted by Rachel Perry, SCOE Director of Research and Evaluation

October 2018

2018 CAASPP Results for Fortune School

Prepared by the Center for Student Assessment and Program Accountability (C-SAPA)

Every spring, California public school students in grades 3 – 8 and 11 participate in the California Assessment of Student Performance and Progress (CAASPP). The statewide CAASPP system tests achievement in English Language Arts (ELA) and mathematics. This report of state assessment data analyzes the performance of students at Fortune School on the 2018 CAASPP in relation to prior years, and in comparison to students in its major feeder districts, the county, and the state.

English Language Arts/Literacy

Overall Performance

- Fortune students perform less well in ELA than students in Sacramento County or California.
- The rate of improvement for Fortune students in ELA since 2015 has exceeded that of the county and the state.
- The performance gap between Fortune students and students in the county and state has narrowed slightly over the last four years.

Claim Level Information

- Fortune students perform less well than students in the county and the state on all four ELA claims: reading, writing, listening, and research & inquiry.
- The performance gaps between Fortune students and students in the county and state are greatest for reading (5 percentage point difference from the county, 6 point difference from the state) and writing (6 percentage point difference from the county, 10 point difference from the state).
- Fortune students perform at higher levels than some of their feeder districts and at lower levels than some. For the listening and the research & inquiry claims, for example, Fortune students perform less well than students in Elk Grove Unified but better than students in Natomas Unified, Sacramento City Unified, and Twin Rivers Unified.

Student Group Performance

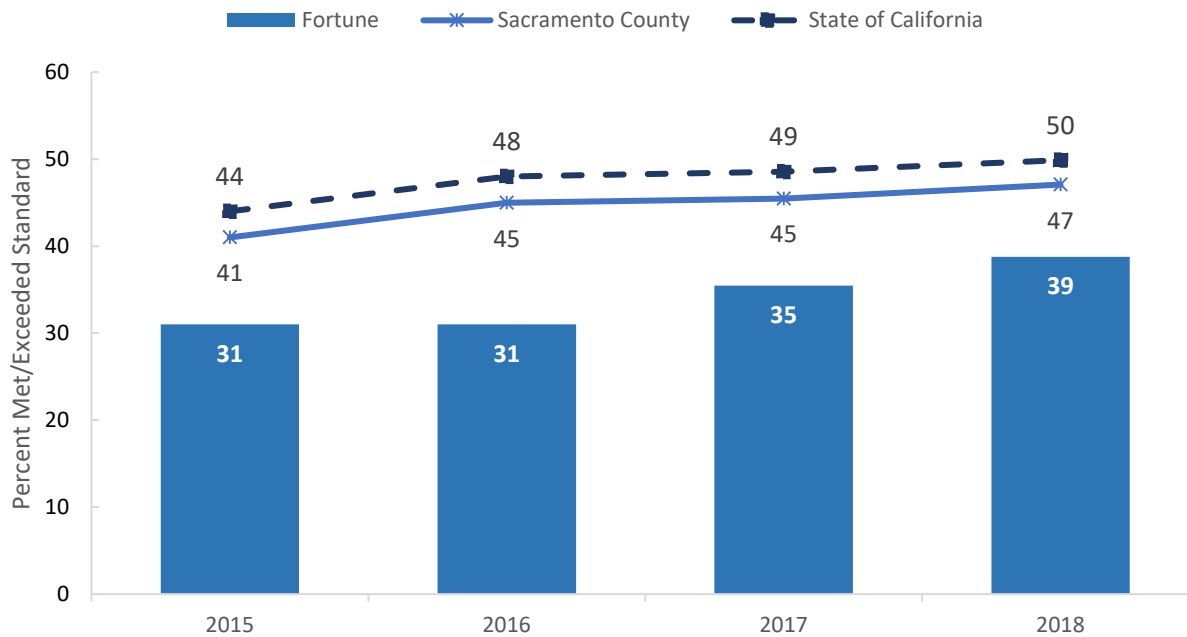
- Fortune has shown improvement greater than the county and the state for students who are African American and students who are economically disadvantaged. Fortune students from those groups performed at or above the county average.
- Performance of Hispanic/Latino students was at or above the county and state average for each of the past four years.
- Performance of English Learner (EL) students and students with disabilities has not improved as much as other student groups; however, in 2018 the overall performance of these student groups at Fortune are above that of the county.
- Performance for EL students has varied considerably over the last four years. There was a substantial decline from 2015 to 2016. From 2016 to 2017, that student group showed improvement of 8 percentage points but that improvement did not continue to 2018. Performance improved just one percentage point from 2017 to 2018.

Grade Level Analysis

- The performance of Fortune students is strongest in grade 4 and grade 7 where Fortune students perform at or above the countywide average.
- Performance for students in grades 5 and 6 has also improved, but gaps exist between the overall performance of students in those grades at Fortune and students in those grades through the county and state.
- Grade 3 has not shown improvement in three of the past four years and lags behind the county average by 10 percentage points.
- The performance of grade 8 students is well below the county and state average: only 22% of students at Fortune are meeting or exceeding standards compared to 48% countywide. While Fortune has only enrolled grade 8 students for two years, there was a 4 percentage point decline from 2017 to 2018.
- Four of the six grades included in this report show strong improvement over the last four years (24 percentage points for grade 7, 19 percentage points for grade 4, 14 percentage points for grade 6, and 10 percentage points for grade 5).

English Language Arts

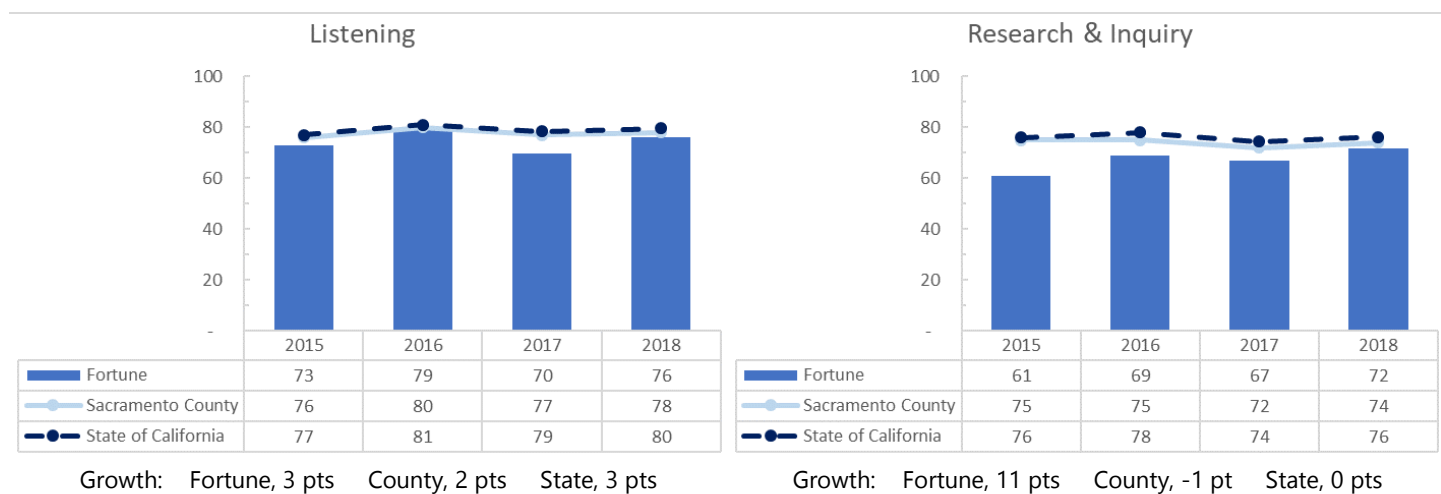
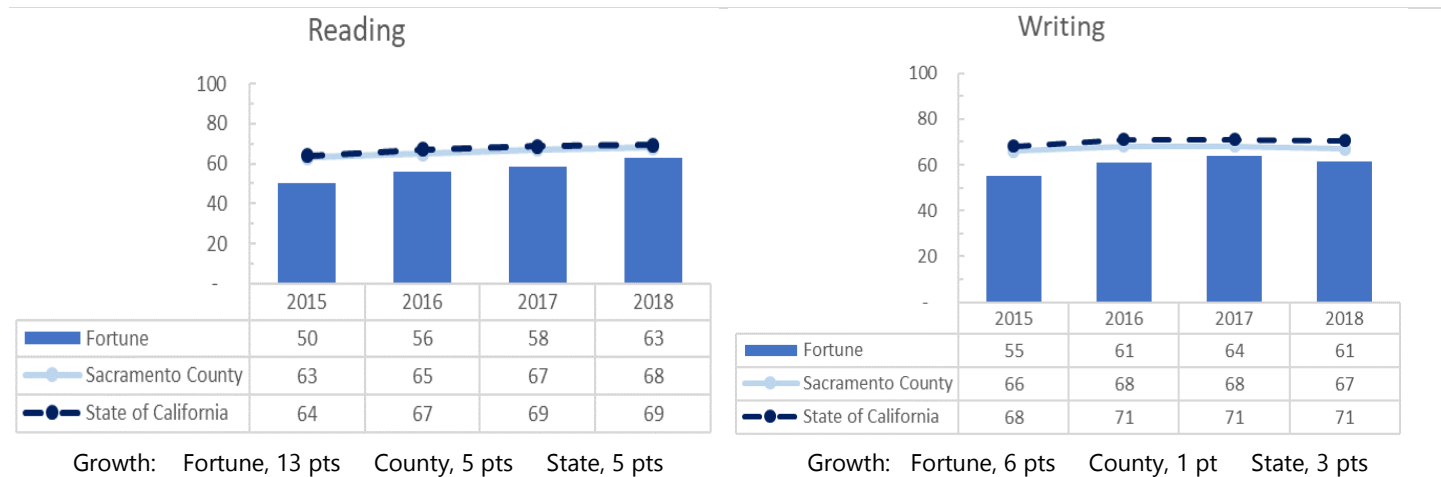
Since 2015, English Language Arts scores for Fortune students have increased at a slightly higher rate than for students regionally and statewide. Fortune students perform less well than students overall in the county and state, but the performance gap has narrowed slightly over the last four years.



Entity	Growth (2015 to 2018)	2015 Difference from State	2018 Difference from State	Change in Gap with State (2015 to 2018)
Fortune School	+8	-13	-11	Narrowed by 2 pts
Sacramento County	+6	-3	-3	No Change
State of California	+6	--	--	--

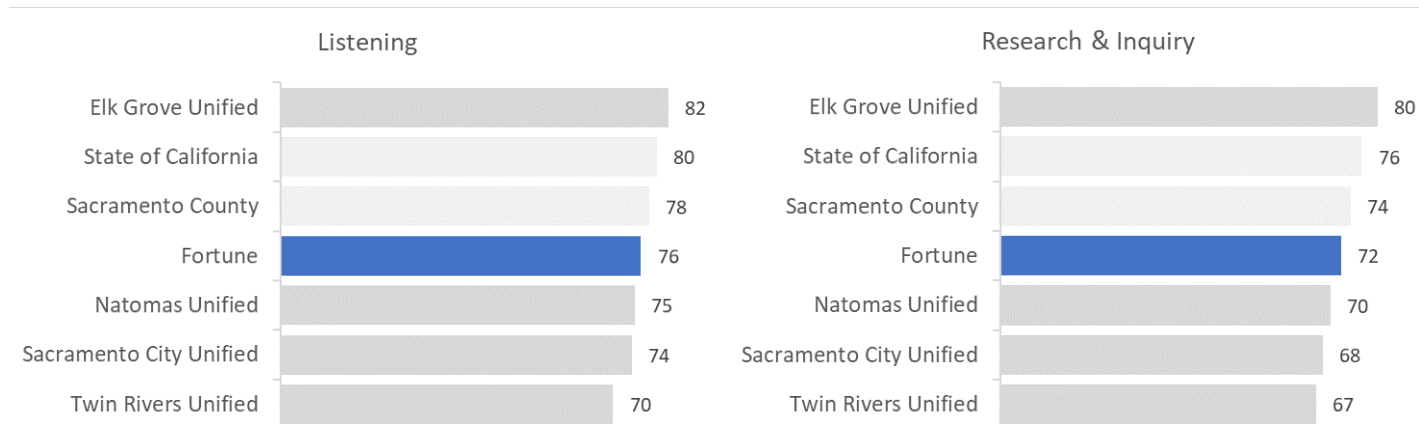
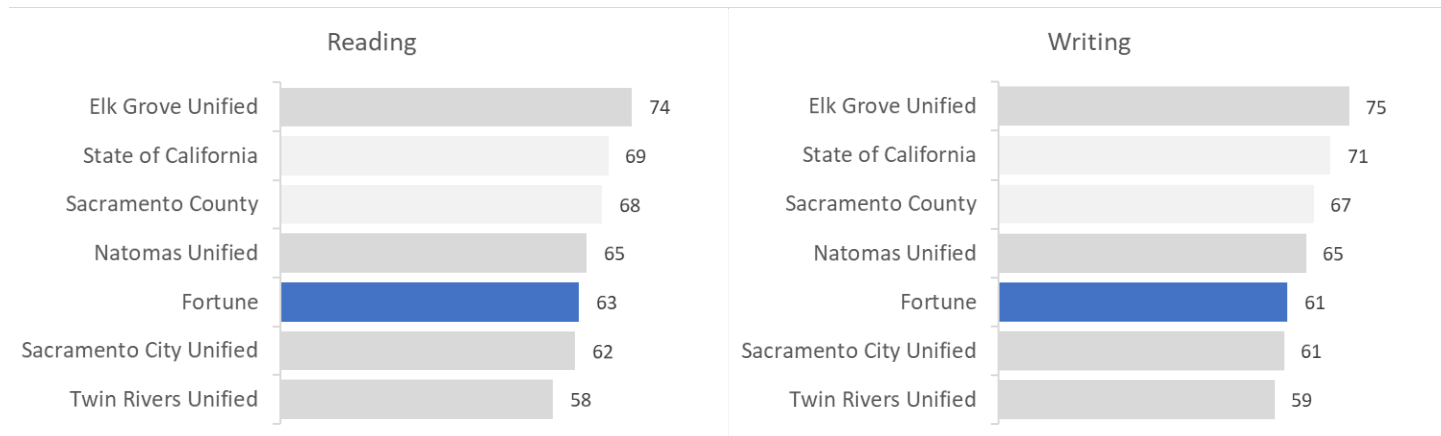
English Language Arts Claims: Four-Year Trend Data

Percent of students scoring Near or Above Standard on the claims comprising the Smarter Balanced English Language Arts assessment



English Language Arts Claims: Comparison to Feeder Districts

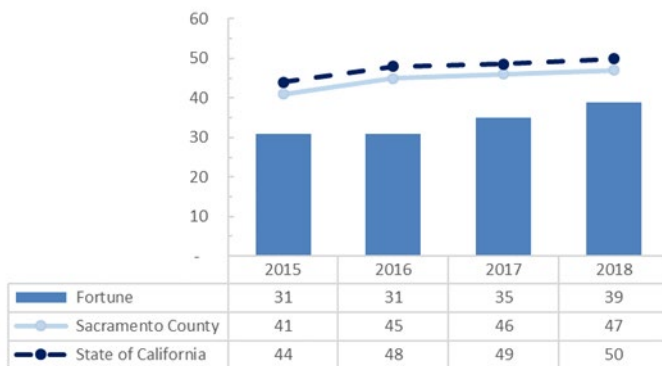
Percent of students scoring Near or Above Standard on the claims comprising the Smarter Balanced English Language Arts assessment



English Language Arts by Student Group: Four-Year Trend Data

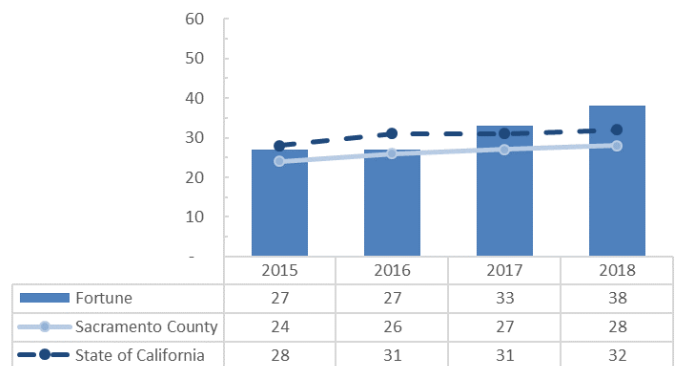
Percent of students at the Met or Exceeded Standard level on the Smarter Balanced English Language Arts assessment

All Students



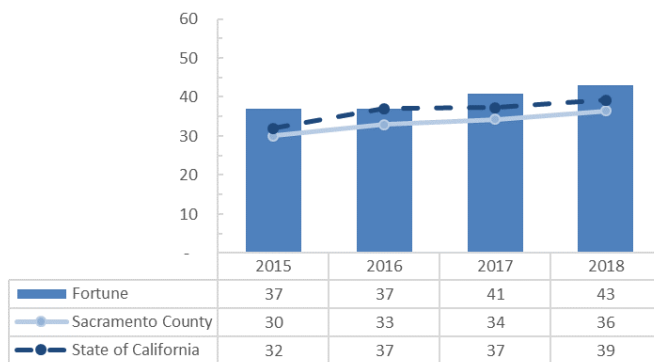
Growth: Fortune, 8 pts County, 6 pts State, 6 pts

Black or African American



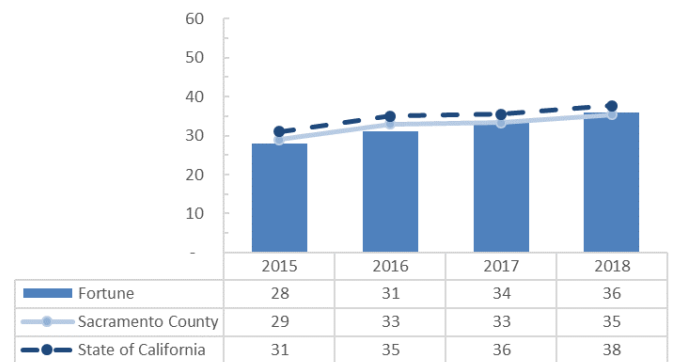
Growth: Fortune, 11 pts County, 4 pts State, 4 pts

Hispanic or Latino



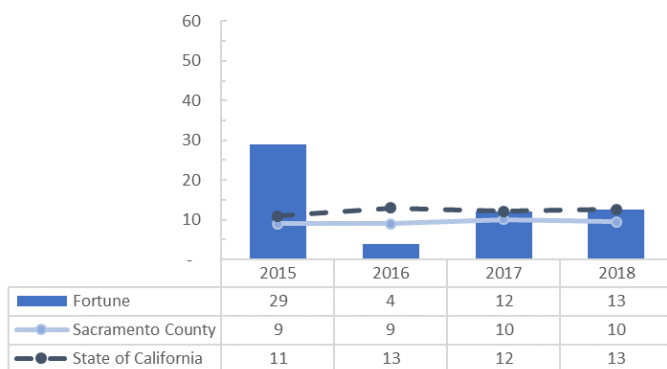
Growth: Fortune, 6 pts County, 6 pts State, 7 pts

Economically Disadvantaged



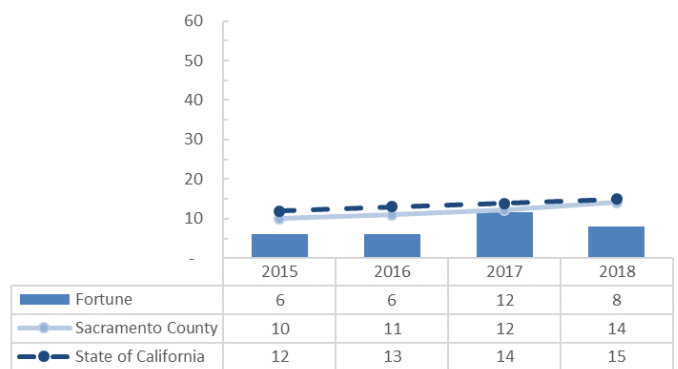
Growth: Fortune, 8 pts County, 6 pts State, 7 pts

English Learner



Growth: Fortune, -16 pts County, 1 pt State, 2 pts

Students with Disability

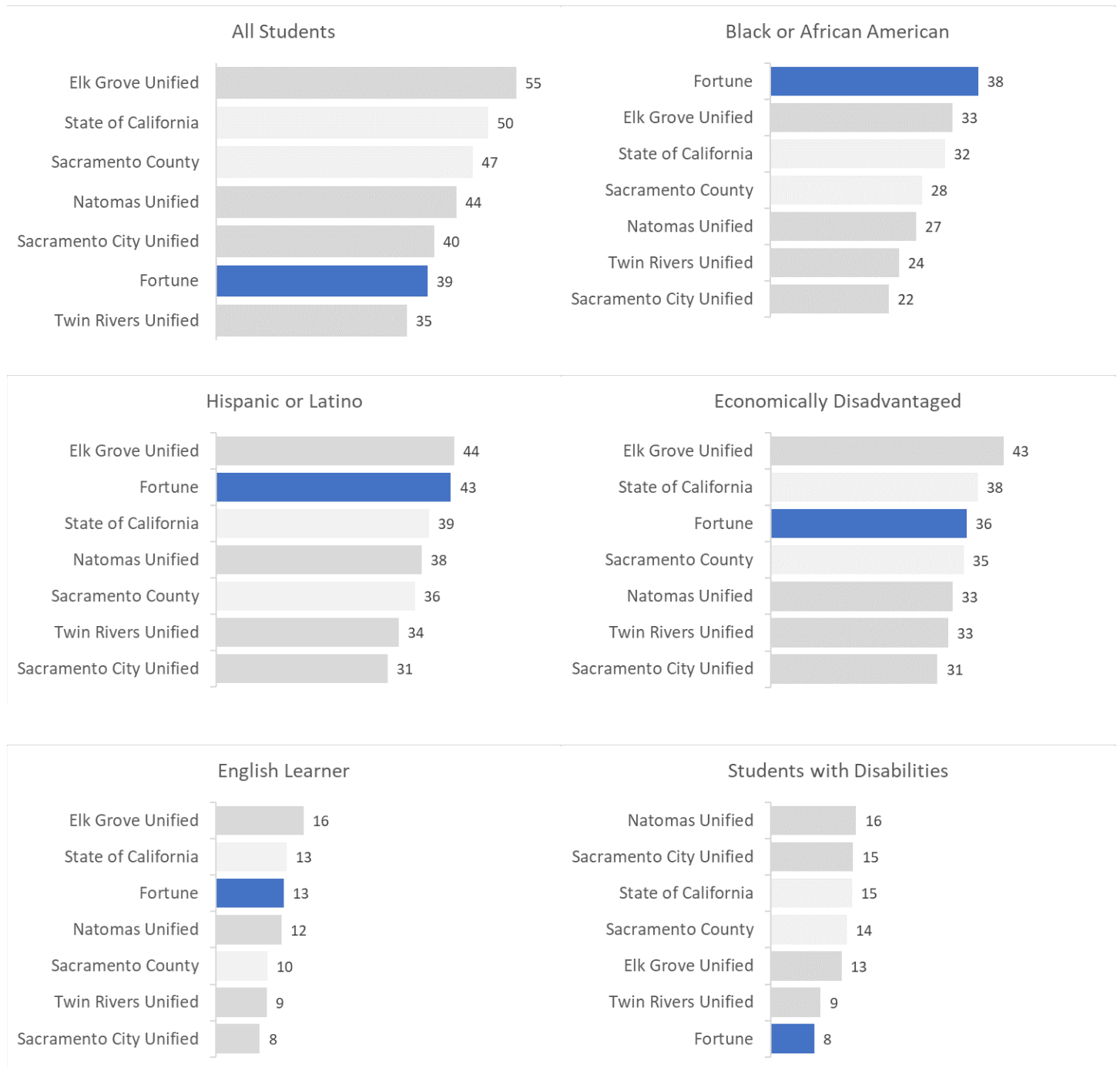


Growth: Fortune, 2 pts County, 4 pts State, 3 pts

English Language Arts Student Group: Comparison to Feeder Districts

Percent of students at the Met or Exceeded Standard level on the Smarter Balanced English Language Arts assessment

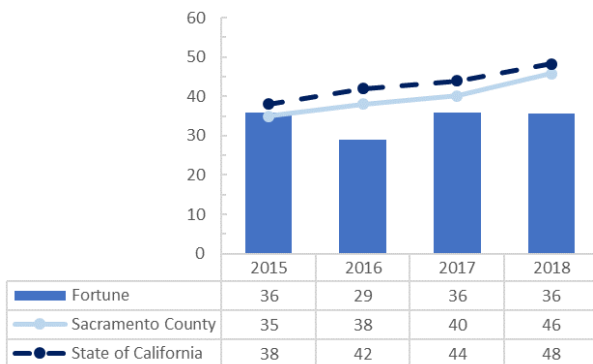
Although the performance (percent met/exceeded standards) of Fortune students overall on English Language Arts did not exceed that of feeder districts, Hispanic and African American students at Fortune schools mostly outperformed their peers locally and statewide.



English Language Arts by Grade Level: Four-Year Trend Data

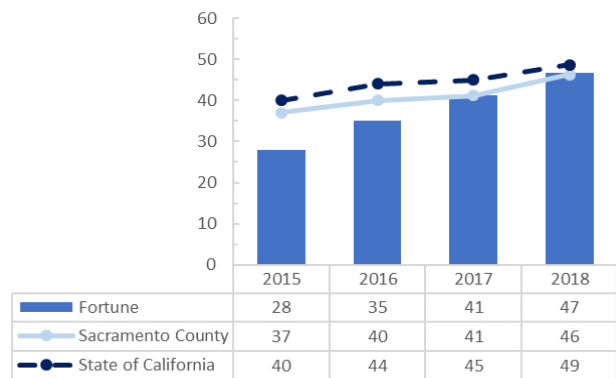
Percent of students at the Met or Exceeded Standard level on the Smarter Balanced English Language Arts assessment

Grade 3



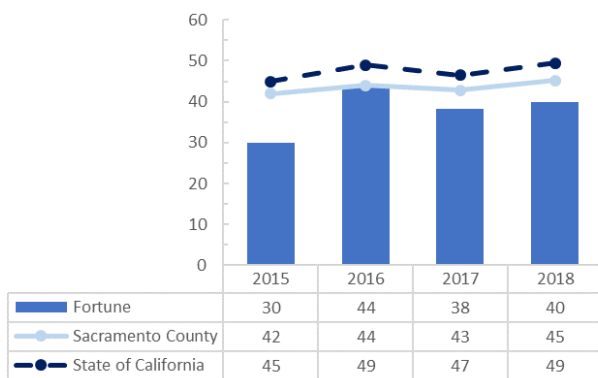
Growth: Fortune, 0 pts County, 11 pts State, 10 pts

Grade 4



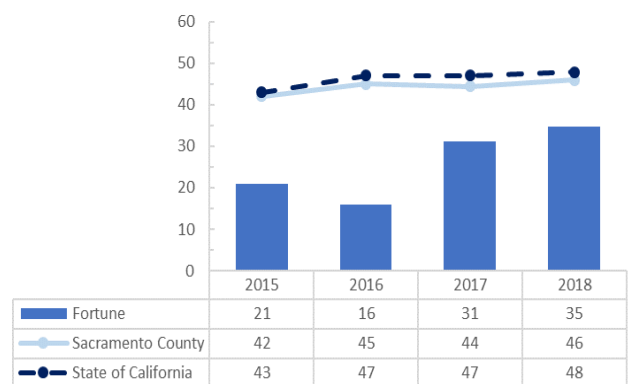
Growth: Fortune, 19 pts County, 9 pts State, 9 pts

Grade 5



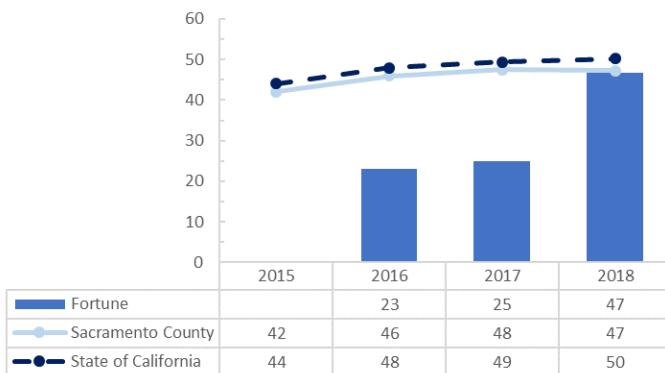
Growth: Fortune, 10 pts County, 3 pts State, 4 pts

Grade 6



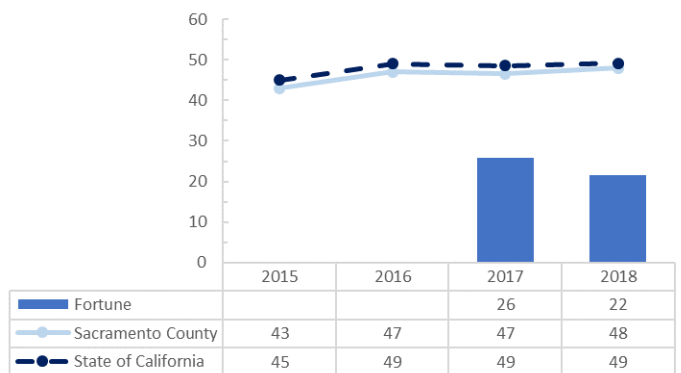
Growth: Fortune, 14 pts County, 4 pts State, 5 pts

Grade 7



Growth (from 2016): Fortune, 24 pts County, 1 pt State, 2 pts

Grade 8



Growth (from 2017): Fortune, -4 pts County, 1 pt State, 0 pts

Mathematics

Overall Performance

- The performance gap between Fortune students and students in the county and state that existed in 2015 is closed. Fortune students perform as well as students in the county and just slightly below the statewide average.
- The rate of improvement for Fortune students from 2015 to 2018 is three times that of students countywide and statewide. Fortune students improved 15 percentage points over the last three years compared to more moderate increases of 4 percentage points countywide and 5 percentage points statewide.

Claim Level Information

- There is very little difference in the performance of Fortune students compared to students countywide or statewide on the mathematics claims.
- There has been notable improvement in claim performance by Fortune students since 2015. Fortune students improved in the problem solving, modeling & data analysis claim by 11 percentage points over the last three years when students countywide and statewide showed no change. Similar results are evident for the communicating reasoning claim.
- When comparing the performance of Fortune students to those in feeder districts, Fortune performs above three of the four feeder districts on all three mathematics claims.

Student Group Performance

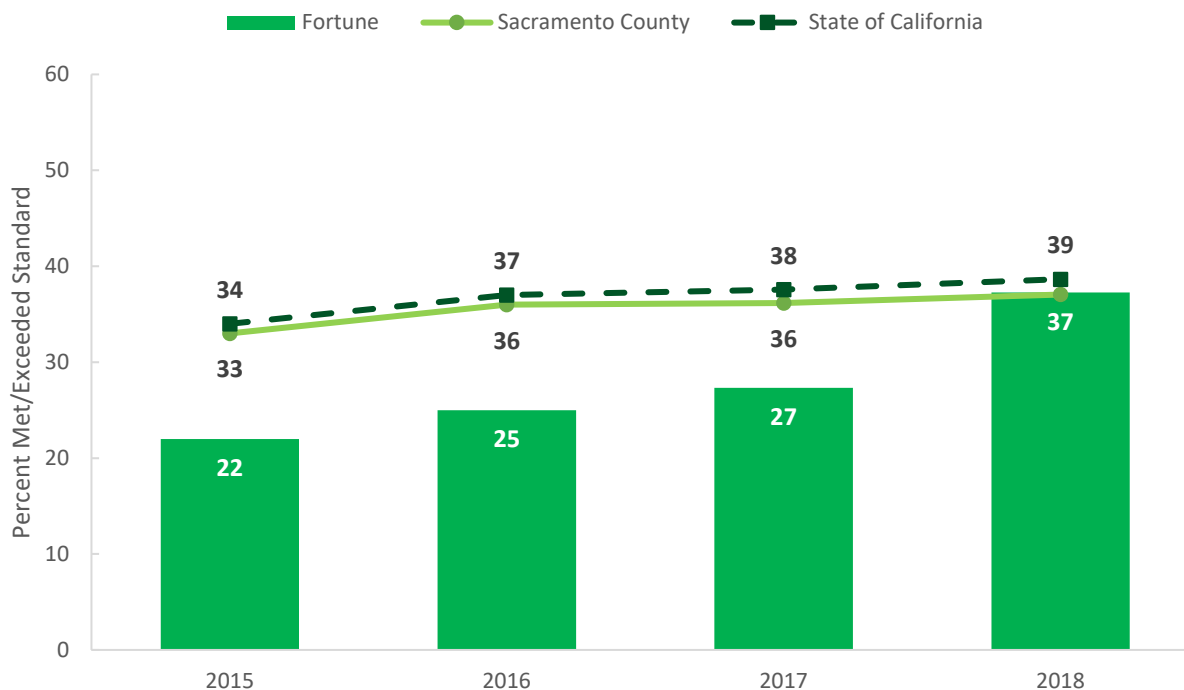
- Fortune has shown improvement greater than the county and the state for students who are African American, Hispanic or Latino, economically disadvantaged, English Learners, or have disabilities. Fortune students from all groups perform at or above the county and state average.
- Nearly one-third (33%) of African American students at Fortune meet or exceed standards compared to 17% in the county and 20% statewide. Similar results are shown for Hispanic or Latino students. Forty-seven percent of Hispanic or Latino students at Fortune meet or exceed standards compared to 26% in the county and 27% statewide.
- Performance for EL students has varied considerably over the last four years and follows the same trend as evident in ELA. There was a decline from 2015 to 2016. From 2016 to 2017 that student group showed substantial improvement of 15 percentage points (0% meeting or exceeding standards to 15%), and further improvement from 2017 to 2018 of 7 percentage points.
- Students with disabilities is the lowest performing student group at Fortune; yet, the performance is at or above the county average with stronger four-year improvement than both the county and the state.

Grade Level Analysis

- The performance of Fortune students is strongest in grade 4 where Fortune students perform 18 percentage points above the countywide average. Grade 4 students improved 40 percentage points in the last four years.
- There has also been substantial improvement in the scores for grade 7 students with improvement of 19 percentage points from 2016 (the first year Fortune enrolled grade 7 students). This improvement compares to a 1 percentage point improvement for grade 7 students statewide.
- Performance for students in grades 5 and 6 has also improved steadily but gaps still exist between the performance of students in those grades at Fortune and students in those grades throughout the county and state.
- Performance of Fortune students in grade 8 lags most substantially behind students in that same grade in the county and state. Fewer than 20% of grade 8 Fortune students met or exceeded standards in 2018 compared to 37% in both the county and the state.

Mathematics

Since 2015, Math scores for Fortune students have increased at a greater rate than for students regionally and statewide, resulting in comparable overall performance.

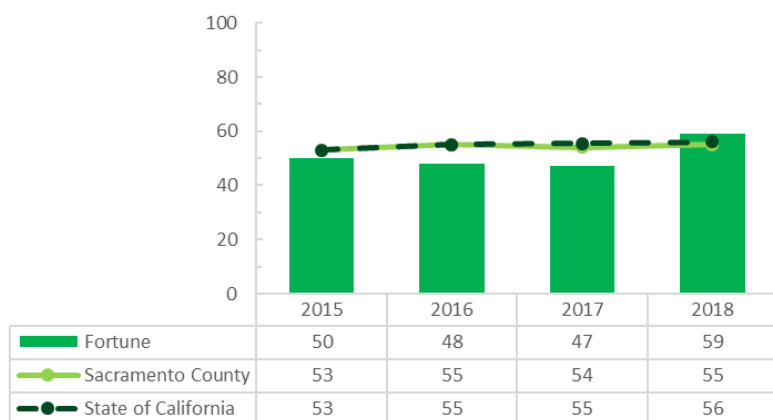


Entity	Growth (2015 to 2018)	2015 Difference from State	2018 Difference from State	Change in Gap with State (2015 to 2018)
Fortune School	+15	-12	-2	Narrowed by 10 pts
Sacramento County	+4	-1	-2	Widened by 1 pt
State of California	+5	--	--	--

Mathematics Claims: Four-Year Trend Data

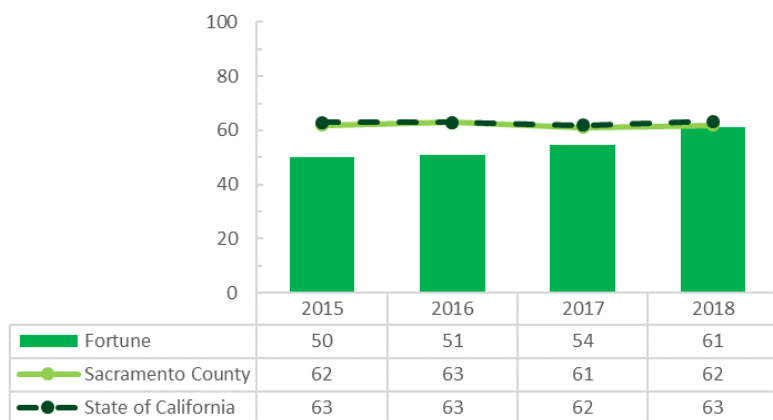
Percent of students scoring Near or Above Standard on the claims comprising the Smarter Balanced Mathematics assessment

Concepts & Procedures



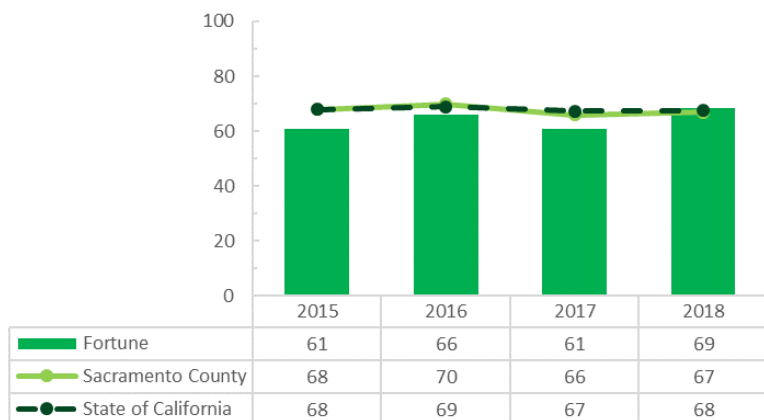
Growth: Fortune, 9 pts County, 2 pts State, 3 pts

Problem Solving, Modeling & Data Analysis



Growth: Fortune, 11 pts County, 0 pts State, 0 pts

Communicating Reasoning

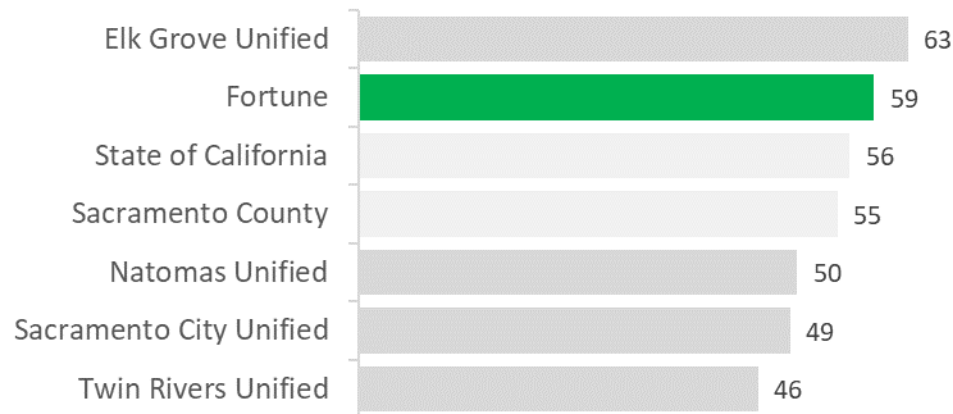


Growth: Fortune, 8 pts County, -1 pt State, 0 pts

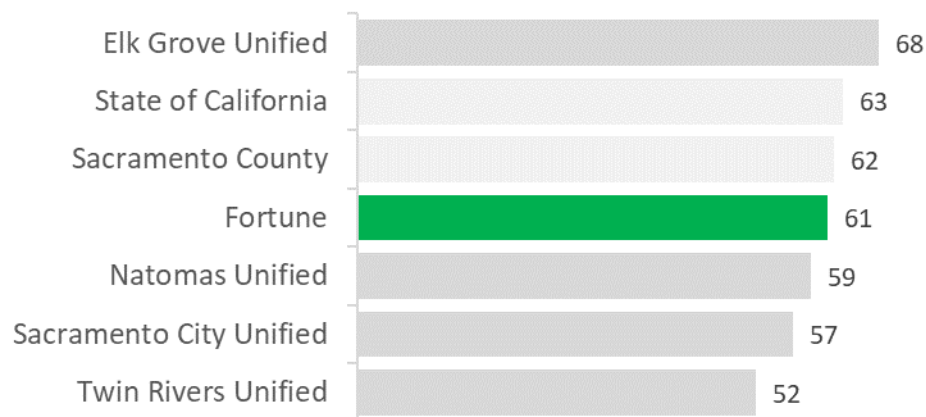
Mathematics Claims: Comparison to Feeder Districts

Percent of students scoring Near or Above Standard on the claims comprising the Smarter Balanced Mathematics assessment

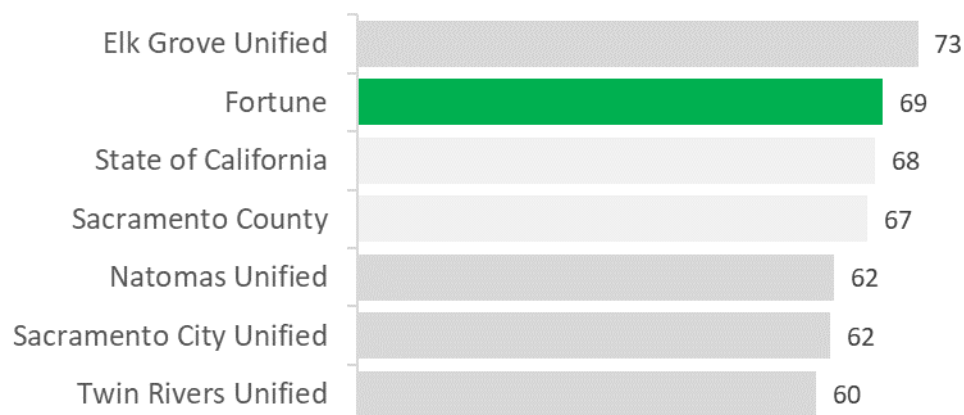
Concepts & Procedures



Problem Solving, Modeling & Data Analysis



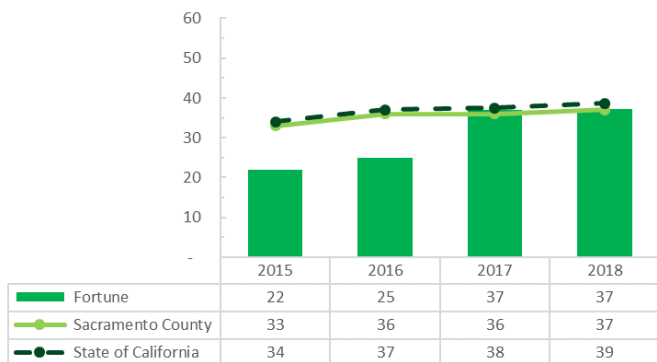
Communicating Reasoning



Mathematics by Student Group: Four-Year Trend Data

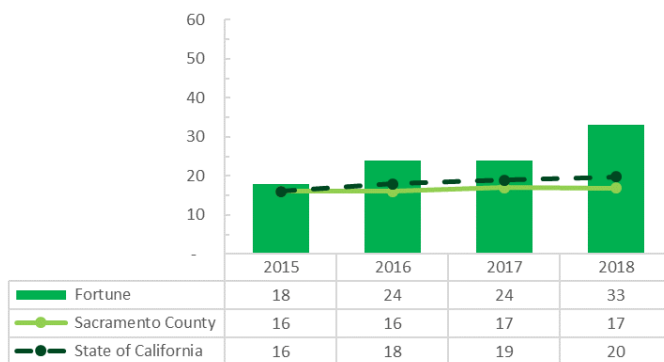
Percent of students at the Met or Exceeded Standard level on the Smarter Balanced Mathematics assessment

All Students



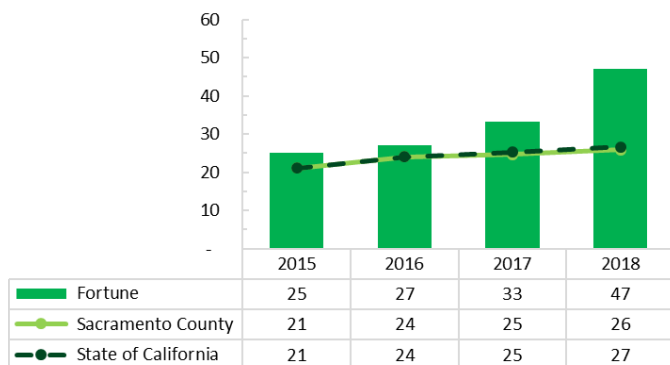
Growth: Fortune, 15 pts County, 4 pts State, 5 pts

Black or African American



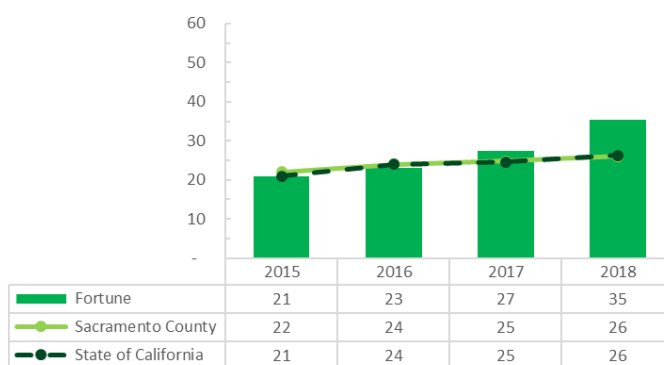
Growth: Fortune, 15 pts County, 1 pt State, 4 pts

Hispanic or Latino



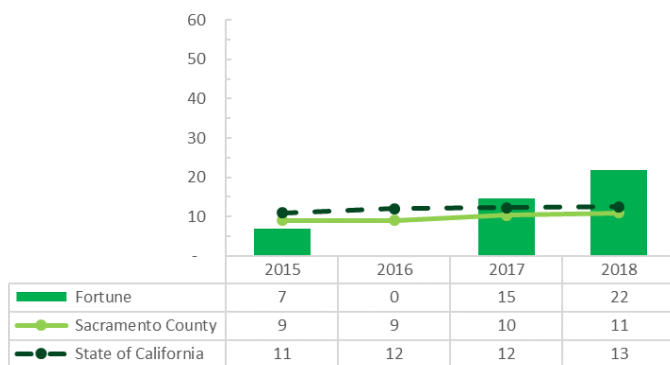
Growth: Fortune, 22 pts County, 5 pts State, 6 pts

Economically Disadvantaged



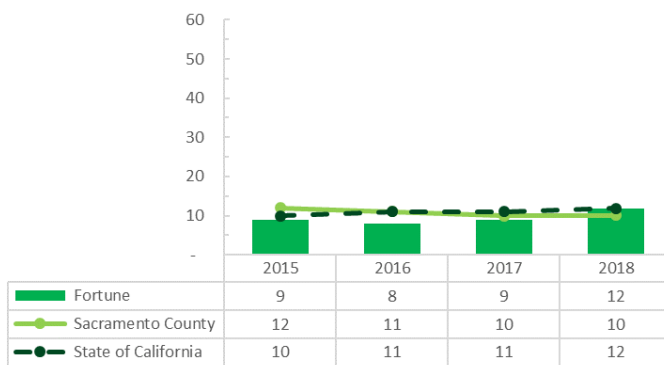
Growth: Fortune, 14 pts County, 4 pts State, 5 pts

English Learner



Growth: Fortune, 15 pts County, 2 pts State, 2 pts

Students with Disability



Growth: Fortune, 3 pts County, -2 pts State, 2 pts

Mathematics by Student Group: Comparison to Feeder Districts

Percent of students at the Met or Exceeded Standard level on the Smarter Balanced Mathematics assessment

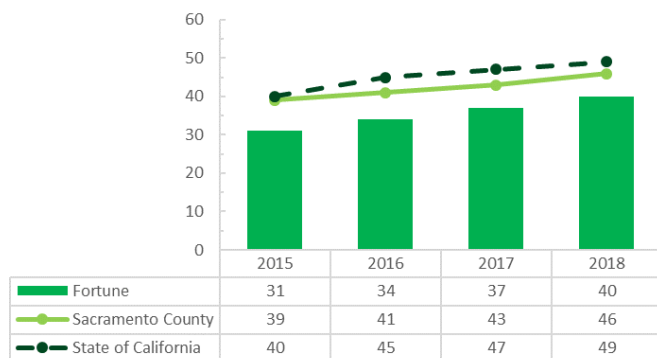
The performance of Fortune students overall in mathematics exceeded three of their four main feeder districts. Among four student groups (African American, Hispanic, Economically Disadvantaged, and English Learners), Fortune students outperformed their peers in feeder districts and statewide.



Mathematics by Grade Level: Four-Year Trend Data

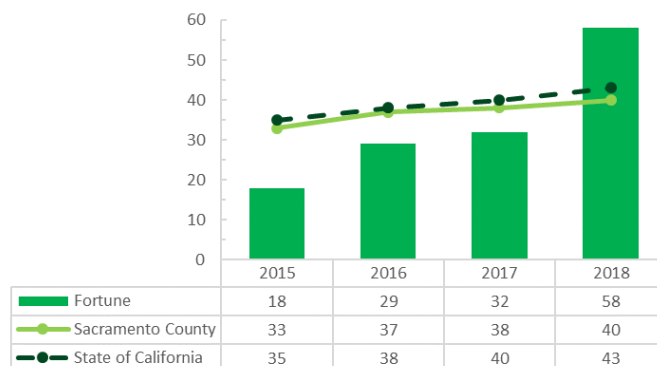
Percent of students at the Met or Exceeded Standard level on the Smarter Balanced Mathematics assessment

Grade 3



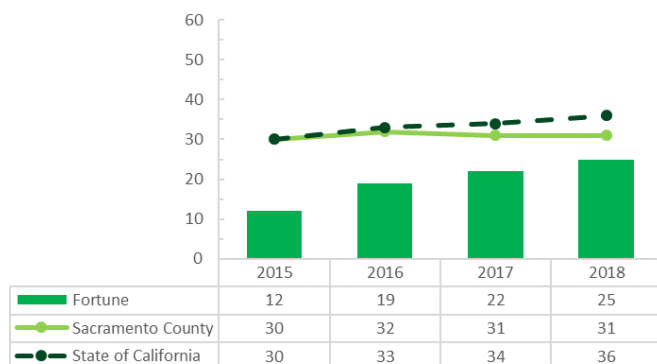
Growth: Fortune, 9 pts County, 7 pts State, 9 pts

Grade 4



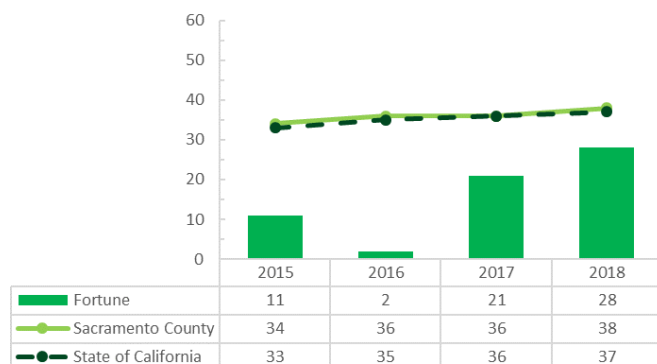
Growth: Fortune, 40 pts County, 7 pts State, 8 pts

Grade 5



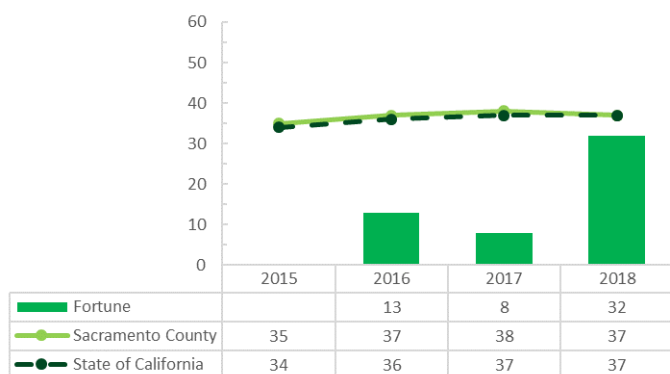
Growth: Fortune, 13 pts County, 1 pt State, 6 pts

Grade 6



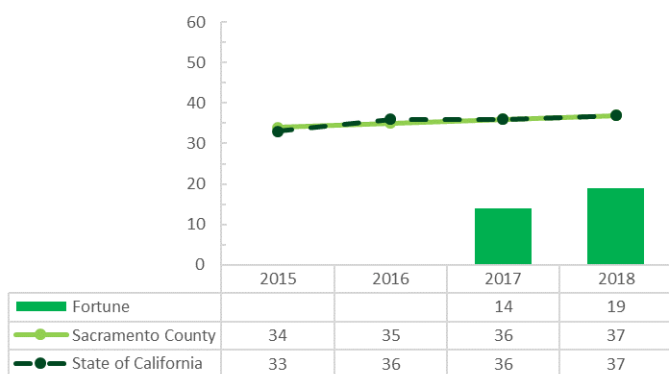
Growth: Fortune, 17 pts County, 4 pts State, 4 pts

Grade 7



Growth (from 2016): Fortune, 19 pts County, 0 pts State, 1 pt

Grade 8



Growth (from 2017): Fortune, 5 pts County, 1 pt State, 1 pt

FORTUNE SCHOOL DATA ANALYSIS 2017-2018

Submitted by Fortune School of Education

Improving Outcomes for Our Scholars: Fortune School Data Analysis 2017-18

Fortune School System-wide Growth

Fortune School began serving scholars in Sacramento in the fall of 2011, beginning with 171 scholars and our enrollment has risen to 1,240 scholars in 2018-19. Our scholars are mostly low-income (83%) and minority (99%). This report aims to transparently assess the extent to which we at Fortune School are achieving our mission to close the African American achievement gap in Sacramento County.

In 2015-16 for ELA, 31% of our scholars met or exceeded state standards. By 17-18, our scholars had made 8 points of growth with 39% of scholars meeting or exceeding state standards. For Math, we saw even larger gains, increasing scores from 25% met or exceeded in 2015-16 to 37% in 2017-18. While encouraged by these levels of growth, we have a lot more work to do. We are currently engaged in an array of efforts to improve the academic performance of our scholars, such as a focus on early literacy, implementing close reading protocols with our scholars and adopting a new math curriculum that matches the rigor of the common core. In addition, we continue to learn from other high performing schools throughout the nation. We are excited to dedicate ourselves to this vital work.

School-level Growth

Each of our schools made growth over the last three year period in both ELA and Math. As we dive deeper into the school level results, we again see promising trends. Over the last three years, every one of our schools has posted growth in the percent of scholars meeting or exceeding state standards in at least one subject. Three of our schools experienced double-digit growth in both ELA and Math.

SBAC Results for ELA	2015	2016	2017	2018	Change
Fortune School	41	43	42	58	17
William Lee College Prep	27	29	28	26	-1
Alan Rowe College Prep	33	34	42	33	0
Ephraim Williams College Prep	14	19	28	30	16
Hazel Mahone College Prep	n/a	n/a	31	41	10
Systemwide	31	31	35	39	8

Source: CDE CAASPP Research File, 10.24.18

SBAC Results for Math	2015	2016	2017	2018	Change
Fortune School	34	36	36	54	20
William Lee College Prep	20	21	26	36	16
Alan Rowe College Prep	21	23	28	27	6
Ephraim Williams College Prep	7	9	16	27	20
Hazel Mahone College Prep	n/a	n/a	23	35	12
All Sacramento	22	25	27	37	15

Source: CDE CAASPP Research File, 10.24.18

Performance of our Grade Levels on SBAC

In addition to looking at data by school, we also like to look at performance by grade level to better understand where we are having greater success and where we need some interventions.

SBAC Results for ELA

Grade	2015	2016	2017	2018	Change
3	36	29	36	36	0
4	28	35	41	47	19
5	30	44	38	40	10
6	21	16	31	35	14
7	n/a	23	25	47	24
8	n/a	n/a	26	22	-4

Source: CDE CAASPP Research File, 10.24.18

SBAC Results for Math

Grade	2015	2016	2017	2018	Change
3	31	34	37	40	9
4	18	29	32	58	40
5	12	19	22	25	13
6	11	2	21	28	17
7	n/a	13	8	32	19
8	n/a	n/a	14	19	5

Source: CDE CAASPP Research File, 10.24.18

Analyzing the data by grade level shows a few important trends. First, in Math, Fortune School has grown in performance slowly and steadily over the past four years. This data also shows some excellent growth over the last year in both 4th and 7th grades, with 26 points and 24 points respectively.

In English Language Arts, the growth has been mostly moderate each year with between 3 and 6 points annually, with 22 points of growth in 7th grade. This data also shows that our performance has leveled off in 3rd grade and taken a step backward in 8th grade. These are both focus areas for our Curriculum and Instruction team as we engage in our professional development during the 2018-19 school year.

Comparisons to Other Schools

In order to better understand school performance, it is useful to identify other measures of performance that not only look at absolute performance, but also account for demographic differences between schools. For each school in the state, we calculate two performance ranks so that we can compare our performance. These ranks are:

State Rank compares the school's performance to other CA schools using a measure of pure achievement

Similar Schools Rank compares the school's performance to a theoretical school serving identical demographics

Site	State Rank	Similar School Rank
Fortune School	8	10
Hazel Mahone College Prep	5	8
Ephraim Williams College Prep	2	8
William Lee College Prep	4	6
Alan Rowe College Prep	4	4

Using these ranks, we see that our flagship school, Fortune School, has a Similar Schools rank of 10, the highest rank possible, which places it in the top 10 percent of all schools in the state when controlling for demographics. This school also has a state rank of 8, which means it is the top 30 percent of all schools in the state regardless of demographics. As our flagship school, this school serves as the model for all of our schools.

In addition to comparing our schools to one another, this data is extremely valuable for comparing to other schools. The following list includes all of the schools in the state that serve greater than 50% African American, 50% low income students, have a similar schools rank of 10 and are in the top half of student performance in the state. These schools are the highest performers around the state, with African American students and Fortune is one of those schools.

School	Similar School Rank	State Rank	All Students ELA % Met	All Students Math % Met	African American ELA % Met	African American Math % Met
Wilder's Preparatory Academy	10	9	80	68	81	70
Cowan Avenue Elementary	10	9	75	67	71	65
Fortune School	10	8	58	54	57	49
Broadacres Avenue Elementary	10	7	52	46	54	48
Pasadena Rosebud Academy	10	6	48	39	49	37
Today's Fresh Start-Compton	10	6	46	36	41	32
Watts Learning Center	10	6	41	43	35	37
Aspire Berkley Maynard	10	5	45	32	36	27
Oak Park Preparatory	10	5	42	41	35	32
St. HOPE Public School 7	10	5	39	36	37	32
AVERAGE	10	7	54	46	51	43

Source: CDE CAASPP Research File, 10.24.18 and Fortune analysis of State Ranks and SSM

Comparisons to Local Districts

As we compare our results to the school districts where our students would otherwise attend, we find that Fortune School is growing faster than all local districts, faster than the county, and faster than the state in both ELA and Math.

ELA Performance	2015-16	2016-17	2017-18	Change
Fortune	31%	36%	39%	8%
State of California	49%	49%	50%	1%
Sacramento County	45%	45%	47%	2%
Elk Grove	53%	54%	55%	2%
Natomas Unified	44%	43%	44%	0%
Sacramento City Unified	39%	39%	40%	1%
Twin Rivers	29%	31%	35%	6%

Source: CDE CAASPP Website, 10.24.28

Math Performance	2015-16	2016-17	2017-18	Change
Fortune	25%	27%	37%	12%
State of California	37%	38%	39%	2%
Sacramento County	36%	36%	37%	1%
Elk Grove	42%	44%	45%	3%
Natomas Unified	35%	33%	32%	-3%
Sacramento City Unified	31%	32%	32%	1%
Twin Rivers	24%	24%	27%	3%

Source: CDE CAASPP Website, 10.24.28

When we look at absolute performance of African American students, Fortune School remains the top performer when compared to other districts, the county and the state in both ELA and Math.

ELA Performance - African American Students	2015-16	2016-17	2017-18	Change
Fortune	27%	33%	38%	11%
State of California	31%	30%	32%	1%
Sacramento County	26%	27%	28%	2%
Elk Grove	31%	24%	33%	2%
Natomas Unified	24%	24%	27%	3%
Sacramento City Unified	23%	28%	22%	-1%
Twin Rivers	21%	21%	24%	3%

Source: CDE CAASPP Website, 10.24.28

Math Performance - African American Students	2015-16	2016-17	2017-18	Change
Fortune	24%	24%	33%	9%
State of California	18%	20%	20%	2%
Sacramento County	16%	17%	17%	1%
Elk Grove	19%	21%	21%	2%
Natomas Unified	17%	14%	15%	-2%
Sacramento City Unified	15%	15%	13%	-2%
Twin Rivers	13%	14%	15%	2%

Source: CDE CAASPP Website, 10.24.28

How We Will Continuously Improve

Continuous improvement is central to our academic philosophy and as such we are currently engaged in many strategies to improve our results. Each year Fortune develops organization priorities through an extensive stakeholder engagement process with parents, teachers and school leaders. These are the priorities that Fortune wants to “win on” not just “work on.” Additionally, these organizational priorities drive our spending decisions reflected in our board adopted budget and LCAP. The 2018-19 Organizational Priorities can be found in Appendix 1.

Appendix 1

ORGANIZATIONAL PRIORITIES

FORTUNE SCHOOL

2018 - 2019

EACH SCHOLAR WILL MASTER THE HABITS OF DISCUSSION
to complete the shift to student centered classrooms.

EACH CAMPUS WILL FULLY IMPLEMENT THE FORTUNE SCHOOL CULTURE
for adults and children to a level of excellence within the first trimester of the school year.

RAISE RIGOR OF INSTRUCTION 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 Common Core in ELA and math
- Aligning Special Education IEPs to Common Core standards that reflect high expectations

EACH CAMPUS WILL ENSURE:	EACH STRUGGLING READER WILL:
 <p>96% Exceptional School Attendance</p>	<p>K-3 GRADES Be fluent readers by the end of the 3rd trimester.</p>
 <p>85% Student Persistence</p>	<p>4+ GRADES Improve their fluency by a minimum of 2 grade levels by the end of 2nd trimester.</p>

EARN REGIONAL ACCREDITATION
for Fortune School of Education



Appendix 2

Our TEAM Norms

“Together Everyone Achieves More”

The secret to creating and sustaining a strong professional team climate is not complicated; it requires a few simple actions, consistently applied every single day. The following are the norms we commit to in order to create and sustain that strong professional team climate.

1. Say Good Morning and Hello - We know it's the little things that make our school special... like saying “good morning” and “hello” to each other! This is of course much greater than simply saying “good morning” - it means being conscious of how our external energy impacts our teammates and the entire school community. It's holding the door for each other. It's smiling when visitors join us to see the great work we are doing. It's surprising each other with random acts of kindness. Professional team climate is never created by a single moment; it is an aggregate of many small acts over time. We are a team that “says good morning” and believes that the little things make a big difference in the energy we create and share with others.
2. Mind Your Volume and Language - We are the thermostats, not the thermometers, and we will strive to create the optimal weather on our campus, all the time. We do this because we are all deeply committed to mission-driven work. Knowing this, we need to be even more mindful of how our volume and language affects those around us. Energy is contagious. This does not mean you shouldn't show affect or code-switch based on the situation. Rather, it means we ALL need to be conscious of how we communicate with each other and how our communication style affects others. We can think about this by asking ourselves the questions like, “If I use this terminology, how will this impact the energy of my teammate? Am I being appropriate for the school setting? How can I be my best self in this moment?”
3. Be on Time! - Every minute of every day counts as we are trying to close the African American Achievement Gap. Submit deliverables on time. We respect each other as professionals, so we don't give just “busy work.” Each assigned task is used to make decisions about levels of support each of us will receive. Not only that, assigned tasks are usually the basis for what additional resources, if any, we will receive. We must also use our class times to provide stellar bell-to-bell instruction and then transition our scholars to their next stellar teacher so they too can provide outstanding bell-to-bell instruction. Being on time is a requirement and a display of professional responsibility and mutual respect.
4. Bring Solutions - Our school is imperfect. Our vision may not always go as planned. When we come to colleagues on our team about a challenge, we do our very best to bring at least partial-solutions. Compared to bringing problems without solutions, this creates and positive and energetic environment - one that focuses on problem-solving and possibility. This sounds like, “I've been thinking about X... It's been tough because of A, B, and C, and I have some potential solutions I wanted to share.” I accept both that we all commit to expressing our opinions openly in a solutions-oriented manner and then supporting the decision that is made whether it is exactly what you wanted or not.

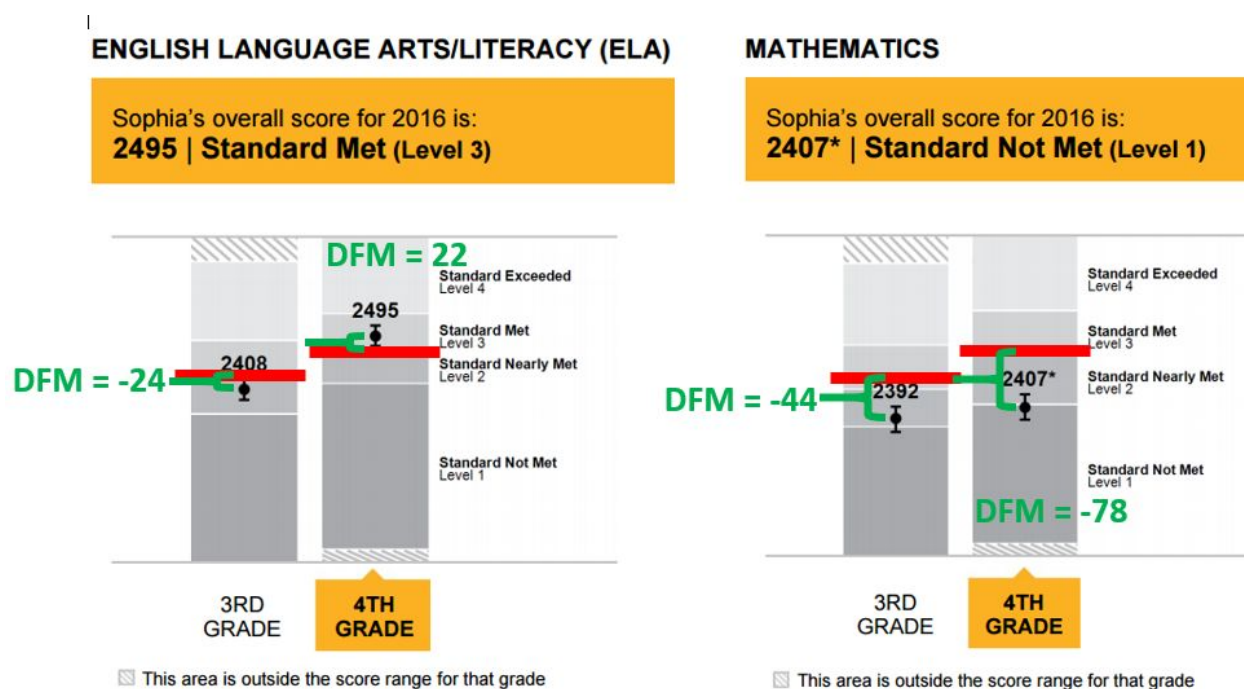
5. Go to the Source - If something is bothering us, we go talk to the person directly. This is the very essence of a high functioning team. We don't write an angry email, and we most definitely DO NOT talk about the person to someone else. If a teammate does not come to me about another teammate, it is my job as a member of a high-functioning team to ask, "Did you talk to the person?" We can be a helpful thought-partner with a teammate and even help them practice a conversation if needed. It's critical, though, to be clear that nothing creates a toxic culture more than talking about others in negative ways or complaining without a focus on solutions.

6. Mistakes Happen; Just Own Them! - We own our mistakes. This is just what we do. We apologize and move forward. For example, if we're late to a meeting, we say, "Team, I'm sorry I'm late." This is much better than showing up late and saying nothing. If we say something when we're frustrated that we regret, we follow up with our teammates to explain what we were thinking/ feeling and apologize. The bottom line is that we will make mistakes; recognizing them, owning them, and moving forward is a critical quality of a strong team.

Technical Appendix

From Achievement Levels to Scale Scores

Each student who completes a Smarter Balanced assessment receives a scale score in both ELA and Math. The scale scores fall into one of four performance levels, with ranges depending on the particular grade and subject. A publicly available research file provides the average scale score for each grade at every school. To standardize performance across grades and subjects, we subtract the minimum scale score to score in the third performance level (i.e. Standard Met) from average scale score in each grade. We call this the DFM, or “Distance From Met.” A score of zero means that the average score for that grade was exactly the minimum score to be Met; a score of negative 30 means that the average score for that grade was 30 points below the minimum Met score. The graphics below show how to calculate DFM for an individual student with scores from grades 3 and 4.



For each subject, we calculate the weighted average of DFM scores across all grades in a school. We weight by the number of students with valid test scores. This produces the same average DFM for each subject that we would obtain with student-level data. We then take the average of the ELA and Math DFM scores to obtain one overall DFM score for each school. The average ranked school in 2015-16 had a DFM of 23 points below Met. The standard deviation was 46 points, and DFM ranged from 215 points below Met to 151 points above Met.

State Ranks

To make State Ranks, we divide schools into deciles based on their DFM. The primary assumption this makes is that DFM is an equally difficult standard across grades. The table below shows the average DFM of students statewide by subject and overall. We see that while DFM for each subject varies significantly by grade, overall DFM is extremely uniform across grade levels. With the exception of third grade, average DFM scores only range from -22 to -28. This means that regardless of the grades schools serve, DFM measures them fairly.

2015-16 CAASPP Scores

Grade	ELA DFM	Math DFM	Overall DFM
3	-18	-11	-15
4	-19	-25	-22
5	-6	-43	-25
6	-12	-43	-28
7	-10	-42	-26
8	-8	-45	-26
11	17	-60	-22

Similar School Ranks

While we hold all students to the same standard, the unfortunate reality is that demographics explain a large portion of current variation in achievement. Starting in 2000, the California Department of Education ran regressions of demographics on performance in order to create a school comparison index. This index was then used to determine for each school a literal list of its 100 most similar demographically comparable schools. The California Charter Schools Association (CCSA) worked with researchers and practitioners to create a “Similar Students Measure” that borrowed heavily from the state’s school comparison index. Instead of creating lists of similar schools, however, CCSA compared each school’s actual performance to the performance predicted by regression models. This resulted in a measure – scaled from 1 to 20 – that reflected the degree to which each school performed higher or lower than we would expect given its students’ demographics. This methodology has evolved over time to keep pace with changes in state testing and reporting.

We, in turn, borrow heavily from CCSA in creating our Similar School Ranks. The infographic below explains our methodology at a high level:



We run regressions for each grade and subject for all schools. We only exclude data for grades that have fewer than 11 valid test-takers, because we worry that such small numbers of students would blur the true relationship between demographics and performance. A similar rationale applies to our decision to use the number of valid test takers as frequency weights: we want to determine the relationship between demographics and performance as accurately as possible. We get more information about this relationship when there are more students, and the weights capture that reality. The dependent variable is the average scale score in that grade and subject. The independent variables are:

- Binary indicators for schools that are (1) magnet or (2) DASS (Dashboard Alternative School Status)
- The percentage and squared percentage of test-takers in each of four ethnic/racial categories:
 - o African American, Asian, Latino, and Other (White is the reference category)
- The percentage and squared percentage of test-takers in each of four other categories:
 - o Students with disabilities, socioeconomically disadvantaged students, English Learners, and Reclassified Fluent English Proficient (R-FEP) students
- Average parent education, ranged from 1 (no parents complete high school) to 5 (all parents completed graduate school); and this term squared

The squared variables capture the extent to which concentrations of particular student groups influence performance. Information on average parent education is based on school surveys with known response rates, and for some schools the response rate is zero. In order to include all schools in the analysis, we run pairs of regressions for each grade and subject: one regression includes average parent education, while the other does not. We then use the response rate to weight the results of both regressions. This approach is borrowed directly from the state's and CCSA's methodology.

For each grade and subject, we obtain one "gap" measure (i.e. actual minus predicted). We average ELA and Math and then take the weighted average across all grades to create one "gap" for each school. Lastly, we convert this "gap" into the Similar Schools Rank by dividing into deciles all schools that are not DASS or tiny (i.e. fewer than 30 students with scores).

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Fortune Countywide Charter School – Request for Approval of School Sites for Fortune Middle School and Rex and Margaret Fortune Early College High School	Agenda Item No.: VIII.G. Enclosures: 6
Reason: Public Hearing and Action	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 11/13/18

BACKGROUND:

On December 15, 2015, the Sacramento County Board of Education (Board) renewed the Fortune School of Education (Fortune) Countywide Charter for a five-year term (July 1, 2016 – June 30, 2021). Fortune currently operates six school sites serving grades TK – 10 in communities throughout Sacramento County.

Fortune’s charter renewal and the Memorandum of Understanding require the Board to approve changes in facilities for existing Fortune schools and to approve new Fortune school sites before they are opened.

In May 2016, the Board approved sites for a new Fortune middle and high school in the Laguna West Business Center in Elk Grove, however, the schools did not open at these sites because the sites were later disapproved by the business center owners. Instead, middle school students were served at Fortune’s existing Alan Rowe College Prep school site. And in June 2017, the Board approved a temporary location for the Rex and Margaret Fortune Early College High School at 9270 Bruceville Road in Elk Grove until a permanent facility could be built.

Fortune received a grant from the Walton Family Foundation to place additional portables at the high school site at 9270 Bruceville Road so that the Fortune Middle School can temporarily move to this location in 2019-2020. Fortune plans for the high school and middle school to co-locate at the existing Bruceville site in 2019-2020 until they can move to a permanent location.

In addition, Fortune has identified a site in the city of Elk Grove, located within the boundaries of the Elk Grove Unified School District, to construct permanent facilities for the Fortune Middle School and Rex and Margaret Fortune Early College High School. The parcel (APN 132-0300-021) does not currently have an address because it is vacant land, part of a subdivision. The schools are scheduled to open at this site at the beginning of the 2020-2021 school year. In compliance with the law, more than 30 days before this public hearing, Fortune notified the Elk Grove Unified School District of the proposed new school site location. (Attachment 1)

Francie Heim, the oversight monitor for the Fortune charter, has visited the site and reported that it is appropriate as the permanent location for Fortune's middle school and high school. More detailed information about the site and schematic plans are included in Ms. Heim's report. (Attachment 2)

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education (1) approve the temporary location of the Fortune Middle School at Fortune's currently operating high school site at 9270 Bruceville Road in Elk Grove; and (2) approve the proposed location at APN 132-0300-021 for construction of permanent facilities for the Fortune Middle School and Rex and Margaret Fortune Early College High School.



SACRAMENTO
BAY AREA

2890 Gateway Oaks Dr., #100
Sacramento, CA 95833
fortuneschool.us

916.924.8623 tel



VIA FACSIMILIE AND US MAIL

September 27, 2018

Superintendent Christopher Hoffman
Elk Grove Unified School District
9510 Elk Grove Florin Road
Elk Grove, CA 95624

Dear Superintendent Hoffman,

I am writing to notify you that Fortune School intends to operate a charter school within the geographic boundaries of the Elk Grove Unified School District. The charter school is authorized by the Sacramento County Board of Education pursuant to Education Code 47605.6.

Pursuant to Education Code 47605.6(a)(1)(B)(3), Fortune School is providing Elk Grove Unified School District notice of where the site of the charter school will be located. Because the parcel of land does not yet have an address assigned to it by the Sacramento County Assessor's Office, we are including the parcel number: 132-0300-021-0000. The parcel of land is located at the future intersection of Big Horn Boulevard and Bilby Road in Elk Grove.

The charter school located on the parcel listed above will be the site of a middle school grades 6-8 and a Middle College High School grades 9-12. The charter school located at this site will open in Fall, 2020.

Respectfully,

Margaret Fortune
President/CEO

cc: David Gordon, Superintendent, Sacramento County Office of Education

Review of Proposed Fortune Charter School Site – Elk Grove High School site

Date: October 26, 2018

To: David W. Gordon
Sacramento County Superintendent of Schools

Submitted by: Francie Heim
School Business Solutions, LLC

PROPOSED NEW SCHOOL SITE LOCATION

Permanent Site of Rex and Margaret Fortune Early College High School, Fortune Middle School
8.5 acres on Bilby Road, Elk Grove
Vacant parcel APN 132-0300-021 (no address yet – see map below)
Conditional Use Permit application submitted to City of Elk Grove on October 3, 2018

BACKGROUND

In 2016, Sacramento County Board of Education approved a middle school site (leased facility) for Fortune Middle School at Laguna West Business Center in Elk Grove and a high school site on an adjacent vacant parcel of land. Plans were abandoned on both of these sites, and Fortune continued to search for an appropriate location.

The Rex and Margaret Fortune Early College High School is currently operating at a temporary site at 9270 Bruceville Road, Elk Grove, CA 95758. The Alan Rowe College Prep site is currently serving the middle school population. Fortune received a grant from the Walton Family Foundation to put in additional portables at the 9270 Bruceville Road location, so the middle school population can be served at the temporary high school site. The existing conditional use permit for this site permits up to 120 students and Fortune will seek to expand the conditional use permit with the City of Elk Grove.

Fortune plans for the high school and middle school to operate at the temporary 9270 Bruceville Road site in 2019-2020, and for both schools to move to a permanent new campus on Bilby Road in 2020-2021.

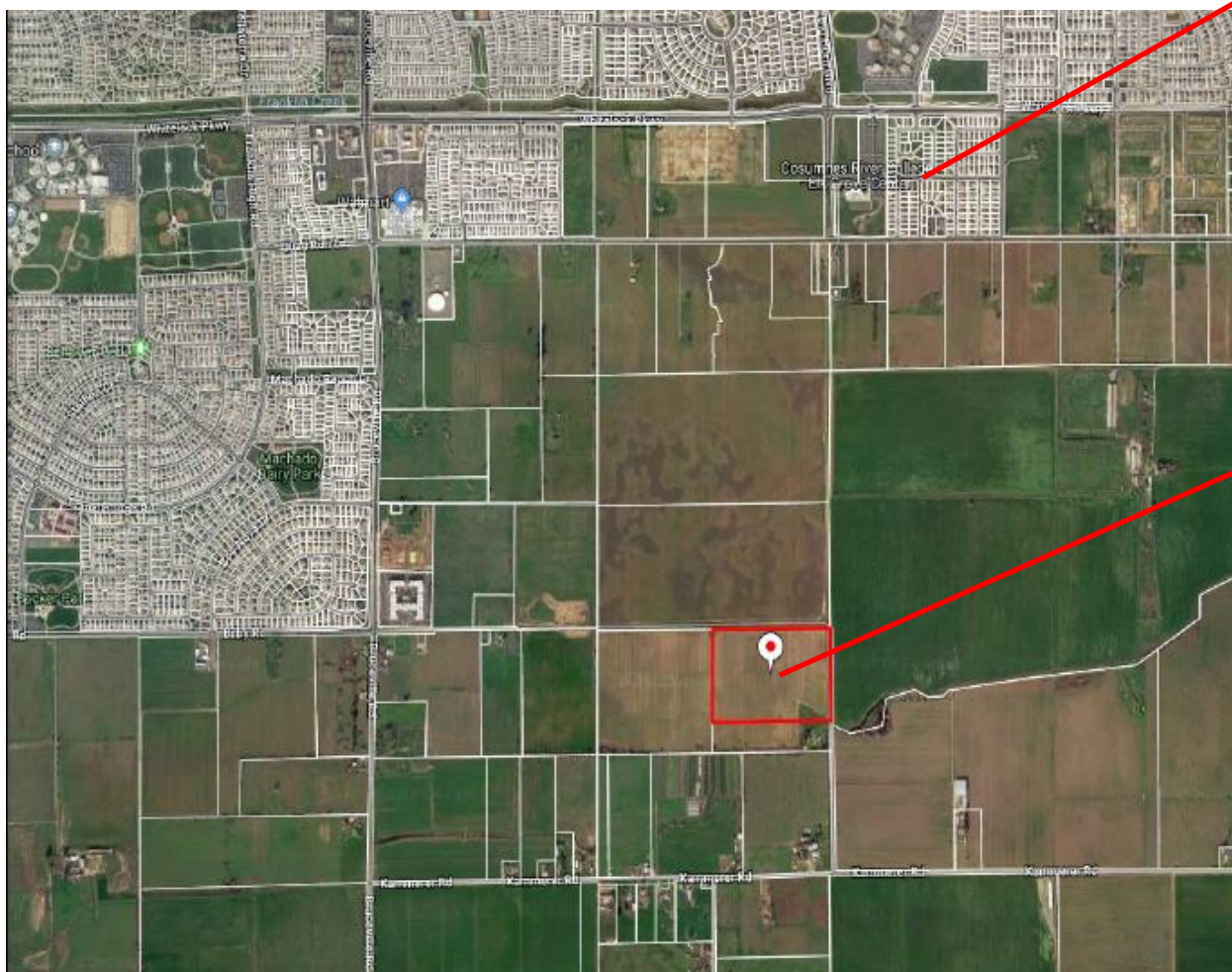
FACILITY OBSERVATIONS AND CONSULTANT RECOMMENDATION

Based on my observation, I find the Bruceville Road location temporary site is acceptable for serving Fortune's middle school students.

As noted, Fortune has located a permanent site for its currently operating high school and middle school. Based on my observations as noted below and a site visit done August 28, 2018, I find this is an acceptable site for the charter schools and recommend approval. The site is in the city of Elk Grove.

Review of Proposed Fortune Charter School Site – Elk Grove High School site

The site is vacant land, part of a subdivision. The current major streets around the parcel are Bilby Road, Bruceville Road, and Kammerer Road. The immediate area surrounding the site is under development for housing, with multiple subdivision plans in process. There is a large apartment complex at the corner of Bruceville Road and Bilby Road. To the south of the subdivisions and the school site, the area is currently agricultural. Cosumnes River College, Elk Grove Center, is nearby as noted in the satellite picture included in this report. Alan Rowe College Prep is three miles away.



Cosumnes
River
College
Elk Grove
Center

Proposed
Site for
Fortune
High School
& Middle
School



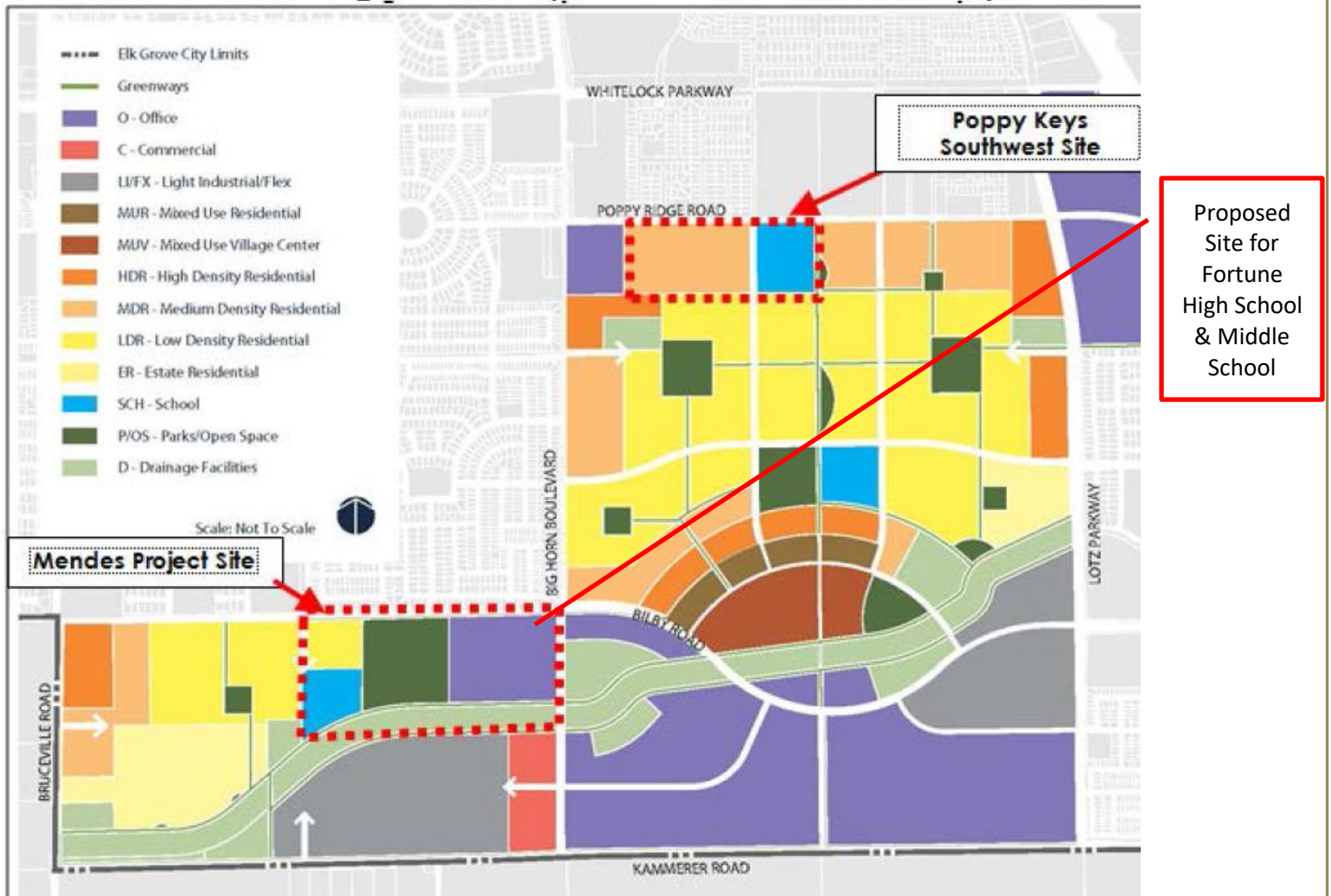
Steps for Rex & Margaret Fortune Early College High School Scholars to Enter Cohort

Cosumnes River College warmly welcomes students into the Rex & Margaret Early College High School (RMF ECHS) cohort to participate in open college courses designed to lead to an Associates Degree in Liberal Arts with an emphasis in Math and Science. By following the steps below, you will be guided through the process to register and apply for open college courses selected for this cohort. Our goal is to make your registration experience as smooth as possible, so please carefully read all of the information in each step below.

Location to Cosumnes River College is a positive aspect of this location, as Fortune currently has a partnership with Cosumnes River College that provides for student participation in college courses.

The following chart was taken from a July 8, 2018, Elk Grove Planning Commission report and shows the proposed development of the general area under construction around the proposed site. The development project where the school site is located is the Mendes Project site.

Figure 4 - Adopted SEPA SPA Land Use Map

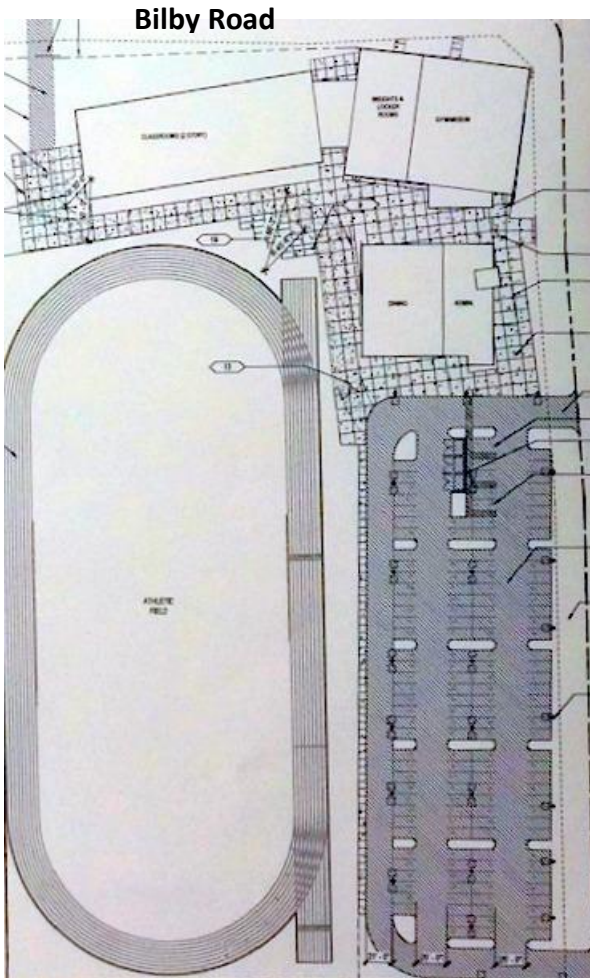


Review of Proposed Fortune Charter School Site – Elk Grove High School site

Fortune has entered into an agreement with Turner Impact Capital/Turner-Agassi Charter School Facilities Fund.

Turner Impact Capital is purchasing the property from the Mendes Family Trust, and the sale is in escrow, pending a successful conditional use permit.

Turner Impact Capital will build the facilities on the land and then lease back to Fortune on a long-term lease. The lease agreement provides an option for Fortune to purchase the land and facilities.



Fortune is working with its architect firm, Architectural Nexus, to develop plans for the site.

A schematic drawing (draft) of the proposed school buildings and site plan is shown. The plan provides for 24 classrooms, gymnasium, kitchen/dining area, and office space. The site is planned for a student capacity of 800.

Turner Impact Capital will manage and fund the construction of the site, with the intent that it will be open in August 2020.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Reporting on State Priorities	Agenda Item No.: VIII.H. Enclosures: 3
Reason: Informational	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 11/13/18

BACKGROUND:

At the State Board of Education (SBE) meeting held on September 8, 2016, the SBE adopted standards per Ed Code 52064.5 (a)(3)(c) as described in Item 1, Attachment 3. It states that as part of the state evaluation rubrics, the SBE shall adopt standards for local education agency (LEA) and individual school site performance in regard to each of the state priorities.

The adopted standards for the state priorities require LEAs to:

1. Measure their progress on state priorities. For the initial release of the Dashboard, LEAs are required to measure and report progress for Priorities 1, 2, 3, 6, 7, 9 (COEs only), and 10 (COEs only).
2. Report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.
3. LEAs determine whether they have (Met, Not Met, or Not Met for Two or More Years) for each state priority. LEAs make this determination by using self-reflection tools included in the evaluation rubrics.

SCOE is only required to report on the following priorities (1, 2, 3, 6, 7, 9, and 10) as priorities 4, 5, and 8 are reported by the California Department of Education for each LEA.

SCOE met each required state priority.

Fall 2018
State Priority Reporting

Indicator: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities (Priority 1)

SCOE measures progress meeting Williams Settlement requirements at 100% of SCOE school sites. A personnel analyst audits teacher assignments to ensure teachers are appropriately credentialed for their assigned position, instructional materials are audited by site administrators to ensure each student has access to their own copies for use at school and at home, and a uniform set of surveys are used to monitor the condition of facilities.

Indicator: Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

SCOE teachers collaborate weekly, during a two-hour common planning time, to create state standards aligned lessons, plan co-teaching activities, evaluate student learning and achievement data, and prepare appropriate intervention activities designed to meet the individual learning goals for each student.

Indicator: Self-Reflection Tool for Parent Engagement (Priority 3)

SCOE's multi-layered, systemic approach to engage families utilizes several professionals including site principals, teachers, transition specialists, and parent liaisons. Engagement activities include: a detailed enrollment process that ensures appropriate wrap-around services are assigned prior to the first day of attendance; families are connected with community resources to further support their needs; parents are actively engaged in the decision-making process through IEP meetings when appropriate, student study team meetings, student led conferences, and site council meetings.

SCOE's progress towards seeking input from parents/guardians in decision-making and efforts to promote parental participation in programs is measured through a consistent annual survey that is translated for our non-English speaking families and administered electronically. The survey is designed to be accessible and specific to the issues that are most relevant to our non-traditional student populations. Survey questions include a tally of the different engagement and decision-making opportunities parents/guardians have participated in each year and an assessment of whether parents feel their child's school offers activities to bring families onto campus.

Plans to continually increase parent participation in surveys were implemented in 2017-2018 and continue in the current year. Plans include: opportunities for parents to complete the electronic survey when participating on campus at events; and text-based links to encourage parent survey participation.

Indicator: School Climate (Priority 6)

SCOE utilizes the Gallup Student Engagement Survey and a staff developed survey to annually measure student perceptions of school safety and connectedness. Survey questions include measures of how safe students feel on their campus and available

opportunities to communicate what they like most about their school. The student response rate is approximately 80%.

In 2017-2018, students attending SCOE court and community schools indicated that more than 75% of students "definitely" feel safe at school and an additional 21% "generally" feel safe at school. As a measure of how connected students feel to school, the most common response from students (approximately 62%) was that they liked their teachers. To compliment this percentage, another 15% reported that what they liked most were the support services provided.

Indicator: Access to a Broad Course of Study (Priority 7)

1. SCOE utilizes the PowerSchool student information system, student transcripts and report cards, and scheduling protocols to ensure all students engage in a broad course of study. Quarterly audits of student schedules and assigned grades provide a pre and post analysis of each student's course of study. The same tools can disaggregate students into subgroups to ensure each subgroup is engaging in a broad course of study.
2. All students are engaged in the core academic subjects. Students also have access to career technical education classes, project-based learning opportunities to complete multi-disciplinary projects and online options for UC a-g advanced courses or foreign language. SCOE's faculty offers a wide spectrum of courses at each site and allows students to travel between sites to take additional courses. This gives more students access to culinary, construction, and horticulture programs due to the opportunity to engage in offerings at two schools. Some sites have faculty with particular strengths in art or science focused project-based learning.
3. The small enrollment numbers at each site reduce our ability to offer the same breadth of classes a large secondary school would offer in departmentalized settings.
4. Due to increased flexibility offered to alternative education sites within the Every Student Succeeds Act, we are identifying professional learning sequences to improve teacher capacity in Art, World Language, Laboratory Science, and Physical Education. As faculty choose and engage in new strands of professional learning, students will have a larger breadth of course offerings each semester.

Indicator: Coordination of Instruction for Expelled Students (Priority 9)

One of SCOE's greatest strengths is its coordination of services for expelled students. SCOE is proud of its consistently high *Successful Transitions Rate*, 99% in 2017-18. Metric indicators include systematized validation of timely records transfers, HiSET passing rates, and the percentage of students earning a high school diploma. Each student referred to our programs participates in an extensive enrollment process to identify needed services such as English Language Development, special education services, and/or foster youth, homeless, or former court school student status.

Upon completion, a centralized Registrar contacts the appropriate departments within SCOE to ensure appropriate services are immediately in place. This

includes coordination of any outside services and supports that may be needed such as drug and alcohol counseling, anger management classes, mental health services, and possibly parenting classes for teen parents. SCOE administrators lead or participate in many multi-agency teams that lead service delivery for expelled students. This is done in cooperation with district placement officers, child welfare professionals, juvenile courts judges and staff, and mental health agencies. Each team meets quarterly to share data and coordinate instruction of expelled students.

Indicator: Coordination of Services for Foster Youth (Priority 10)

One of SCOE's greatest strengths is its coordination of services for foster youth. SCOE's Foster Youth Services Department monitors foster youth academic engagement and enrollment daily using our locally designed Foster Focus data system. This innovative system was awarded a Golden Bell at the 36th annual California School Boards' Association conference, operates as a network throughout the state. The system makes it possible for users to retrieve daily refreshed data to help monitor and intervene to improve the education outcomes of foster youth.

High mobility often threatens the education outcomes of youth in foster care. As a child moves from school to school, important academic records can lag behind or become lost. Designated school district staff, county Child Protective Services staff, and probation officers may access the Foster Focus system and instantly retrieve student data, resulting in immediate and appropriate enrollment and placement, and a smoother transition for the child.

Upon completion, a centralized Registrar contacts the appropriate departments within SCOE to ensure appropriate services are immediately in place. This includes coordination of any outside services and supports that may be needed such as drug and alcohol counseling, anger management classes, mental health services, and possibly parenting classes for teen parents. SCOE administrators lead or participate in many multi-agency teams that lead service delivery for foster youth. This is done in cooperation with district placement officers, child welfare professionals, juvenile courts judges and staff, and mental health agencies. Each team meets quarterly to share data and coordinate services to ensure the transfer of health and education records for foster youth.

Additionally, SCOE's Foster Youth Services Department staff meets with each foster youth enrolled in our schools regarding programs that are available to them such as AB167 minimum graduation requirements and AB12 post-secondary support. Foster Youth Services staff help each foster youth develop a personal post-graduation plan to ensure they are linked with post-secondary support after they leave our programs.

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

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: SCOE Local Court and Community School Accountability System 2017-2018 Data	Agenda Item No.: VIII.I. Enclosures: 10
Reason: Informational	From: David W. Gordon Prepared By: Dr. Matt Perry Board Meeting Date: 11/13/18

BACKGROUND:

During October of 2012, the SCOE Board requested that staff build a local system to monitor student progress within the Court and Community Schools. The Board wanted a local system of accountability that would **effectively monitor school progress for our highly mobile student population**. Staff from the SCOE Center for Student Assessment and Program Accountability (C-SAPA) and the Student Programs Department collaborated and created the Accountability System for Sacramento County Office of Education Court and Community Schools (Accountability System) which we have used for the past six school years to continuously improve teaching and enhance student learning.

Today, as you know, California public schools are monitoring progress via the new California School Dashboard which utilizes a growth model, rather than one dimensional annual targets. In the interest of providing SCOE with a more effective Local Accountability System, staff modified the existing system, to more closely align with the growth models utilized by the California School Dashboard.¹

The SCOE Accountability System measures the **six** following indicators: Attendance, Reading Achievement, Math Achievement, Credit Accumulations (SCOE and State Requirements) and Successful Educational Transitions. Achievement is ranked within the above indicators from Very High, to High, Medium, Low, and Very Low.

We believe our Local Accountability System provides our school leaders a visual scorecard illuminating indicators demanding urgent attentions (very low); those areas that need continuous additional support (medium, low); and those areas at which we excel (very high).

Four schools were measured across six indicators for a total of 24 rankings which included: very high (6), medium (10), low (6), and very low (2). The Accountability System data is discussed in more detail in the following pages.

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

¹ The SCOE Board received an information item on this process in February of 2018

Accountability System for Court and Community Schools
2017-2018 Annual Report
Local Accountability System for
Sacramento County Office of Education's Court and Community Schools

This proposed accountability system focuses on continuous improvement for all court and community schools operated by the Sacramento County Office of Education (SCOE) by evaluating multiple measures. The system sets up a methodology to continuously monitor and modify programs and strategies to enable all students to progress to their fullest potential.

Features of the Accountability System

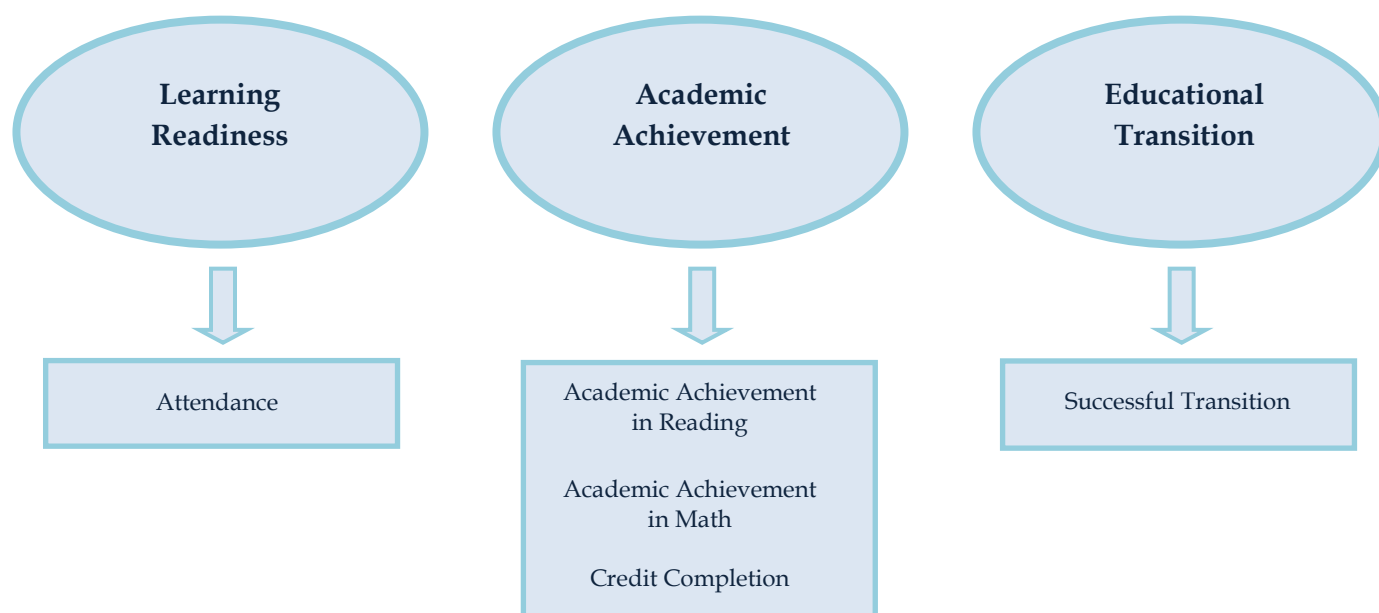
- Relies primarily on existing reporting mechanisms and testing programs in order to minimize the data collection and reporting burden for schools;
- Measures performance through multiple indicators that are valid and reliable, yet appropriate for high-risk student populations;
- Compares a school's performance over time to itself rather than to other schools because of the unique characteristics of the court and community schools;
- Applies the same indicators to measure the progress of each Juvenile Court and Community School providing consistency and continuity for students who attend both types of schools.

Overall Design and Structure

The overall design and structure of the accountability system includes five indicators of school performance: one learning readiness indicator, three academic achievement indicators, and one educational transition indicator:

1. The **Learning Readiness** indicator will measure student participation in the learning process.
2. The **Academic Achievement** indicators will measure the academic progress a student makes in the core content areas of reading and mathematics and evaluate the number of credits earned by the student while enrolled in a court or community school.
3. The **Educational Transition** indicator will measure successful educational accomplishments.

Totals for these indicators are cumulative from the beginning of the school year to show progress toward the year-end goals.



Learning Readiness

1. Attendance	Total days of attendance divided by total days of enrollment for <u>all</u> students enrolled during the school year for any length of time.
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Academic Achievement

2. Reading Achievement	<u>Growth Rate</u> : Percentage of students who meet their Renaissance Learning 45-day growth target.
3. Mathematics Achievement	<u>Growth Rate</u> : Percentage of students who meet their Renaissance Learning 45-day growth target.
4. Credit Completion	Percentage of students earning 10 credits per 30 instructional days of continuous enrollment (SCOE requirements) or 6 credits per 30 instructional days of continuous enrollment (state requirements).

Educational Transition

5. Successful Transition	The percentage of students who exit a SCOE school with a successful transition such as passing the GED or HiSET, earning a high school diploma, or re-enrolling at another traditional or alternative school.
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Learning Readiness – Attendance

Percent Attendance	Average Daily Enrollment	2016-2017 Actual	2017-2018 Actual
Court Schools			
El Centro	112	97.3%	97.0%
Community Schools			
Hickey	58	72.6%	67.4%
North Area	26	64.9%	66.7%
Gerber	53	74.1%	69.8%

Level	Declined	Maintained	Increased
Very High			
High			
Medium			
Low			
Very Low			

What is working?

- El Centro attendance remained consistent and very high at 97%
- North Area focused outreach improved the attendance rate into the medium level
- As of October 10, 2018 (this school year) the community schools have increased attendance rates 8% points over last year

What have we changed to improve outcomes?

- We now develop a detailed attendance plan for each student at enrollment
- We expanded our “critical list” to students with 70% or below attendance rates, rather than 60% or below

Improvement Process

SCOE community school site leaders analyze weekly reports that sort student attendance from 0% to 100%. Any student attending below 70% over the last ten school days is placed on a “critical list”. Probation staff take responsibility for improving attendance for probation students and students not on probation receive a home visit from Rolanda Wilkins, who leads Earth Mama Healing, Inc. Ms. Wilkins provides our site leaders and Matt Perry’s office detailed feedback regarding each home visit via our *Student Tracker* database. We are working with Sacramento County; Probation, Mental Health and Child Protective Services to ensure each student on the critical list receives the supports necessary to attend school.

Academic Achievement – Reading

Renaissance Learning: Percent who Met Expected Grade Level Growth in Reading	Current Report Count	2016-2017 Actual	2017-2018 Actual
Court Schools			
El Centro	111	54.1%	54.1%
Community Schools			
Hickey	40	46.3%	45.0%
North Area	20	54.5%	35.0%
Gerber	20	54.8%	25.0%

Level	Declined	Maintained	Increased
Very High			
High			
Medium			
Low			
Very Low			

What is working?

- El Centro is engaging students through the central library and Accelerated Reader program.

What have we changed to improve outcomes?

- We improved our system of identifying students across the sites that need intensive intervention. Renaissance Learning is working with Matt Perry and site leaders to enhance our predictive use of the Ren Learn Analytics and Dashboard
- We have increased the staff with reading instruction expertise at North Area.
- Chris Aland is working with Gerber staff to enhance daily reading instruction and reading intervention.

Academic Achievement – Math

Renaissance Learning: Percent who Met Expected Grade Level Growth in Math	Current Report Count	2016-2017 Actual	2017-2018 Actual
Court Schools			
El Centro	104	56.6%	54.8%
Community Schools			
Hickey	45	50.0%	42.2%
North Area	17	83.3%	52.9%
Gerber	17	37.0%	47.1%

Level	Declined	Maintained	Increased
Very High			
High			
Medium			
Low			
Very Low			

What's Working?

- Gerber's daily intensive math instruction and math games increased achievement by 10% points

What have we changed to improve outcomes?

- Gerber is sharing it's math program with all CCS faculty
- Faculty participated in intensive math training three years ago, we are building math professional learning into this and next year's biweekly training

Academic Achievement – Credit Completion

Credit Completion SCOE Graduation Requirements – (220 Credits) Percent Meeting Rate (10 Credits / 30 Days Enrolled)	Current Report Count	2016-2017 Actual	2017-2018 Actual
Court Schools			
El Centro	153	24.4%	32.0%
Community Schools			
Hickey	81	31.9%	18.5%
North Area	40	27.8%	45.0%
Gerber	73	61.4%	32.9%

Credit Completion State Graduation Requirements – (130 Credits)* Percent Meeting Rate (6 Credits / 30 Days Enrolled)	Current Report Count	2015-2016 Actual	2016-2017 Actual
Court Schools			
El Centro	79	24.4%	87.3%
Community Schools			
Hickey	19	31.9%	31.6%
North Area	4	27.8%	50.0%
Gerber	14	61.4%	50.0%

*11th and 12th graders who had at least one enrollment at El Centro in 2016-2017, or Foster Youth in 2016-2017 or Homeless in 2016-2017

Level	Declined	Maintained	Increased
Very High			
High			
Medium			
Low			
Very Low			

What's working?

- El Centro focus on expanding credit earning opportunities including Odysseyware and early college
- Students participating in HAWK institute programming and art classes at North Area

What have we changed to improve outcomes?

- Analysis of 9-10th grade students entering Hickey reveals extremely low or no credit earning, we are building a training program for these young high school students who have little or no previous success in earning credit.

Notes on SCOE vs. State Graduation Requirements

AB 167, 1806 and 2306 now provide statute for foster, homeless, court school, military family and migrant youth to earn a high school diploma by earning state graduation requirements. These changes now allow the above populations to focus on mastery of academic and career skills and not credit recovery. We have developed a process to monitor credit completion of students currently held to SCOE requirements vs. state requirements.

Educational Transition – Successful Transition

Successful Transition - Percent of Students	Current Report Count	2016-2017 Actual Certified	2017-2018 Actual Certified
Court Schools			
El Centro	1,402	100%	100.0%
Community Schools			
Hickey	178	98.4%	99.4%
North Area	92	100%	98.9%
Gerber	142	100%	99.3%

Level	Declined	Maintained	Increased
Very High			
High			
Medium			
Low			
Very Low			

Analysis

The Court and community schools continue to excel in this area.

Improvement Process

El Centro

SCOE Transition Specialists provide intensive transition supports for all students with pending release dates. They confirm school enrollment post-release and alert probation if a released student does not enroll at their pre-determined school enrollment site.

Community Schools

All students returning to districts participate in a transition planning meeting with the student, guardian, SCOE and district staff, and Probation staff if appropriate.

High School Graduates

All high school graduates receive post-secondary placement support. Additionally, incarcerated graduates within El Centro enroll in early college correspondence courses, and receive transition support to complete post-release college enrollment processes.

SCOE CCS 3x5 ATTENDANCE (2017-2018 SUMMARY)

Court and Community Schools

LEVEL	DECLINED by 2% or more	MAINTAINED	INCREASED by 2% or more
VERY HIGH 90% or greater		El Centro	
HIGH 80% to less than 90%			
MEDIUM 70% to less than 80%	Gerber		
LOW 60% to less than 70%	Hickey		North Area
VERY LOW Less than 60%			

SCOE CCS 3x5 READING

COURT AND COMMUNITY SCHOOLS

LEVEL	DECLINED by 5% or more	MAINTAINED	INCREASED by 5% or more
VERY HIGH 80% or greater			
HIGH 60% to less than 80%			
MEDIUM 45% to less than 60%		El Centro Hickey	
LOW 35% to less than 45%	North Area		
VERY LOW less than 35%	Gerber		

SCOE CCS 3x5 Math

Court and Community Schools

LEVEL	DECLINED by 5% or more	MAINTAINED	INCREASED by 5% or more
VERY HIGH 80% or greater			
HIGH 60% to less than 80%			
MEDIUM 45% to less than 60%	Hickey North Area	El Centro	Gerber
LOW 35% to less than 40%			
VERY LOW less than 35%			

SCOE CCS 3x5 Credit Completion (SCOE Graduation Requirements – 220 Credits)

Court and Community Schools

LEVEL	DECLINED by 5% or more	MAINTAINED	INCREASED by 5% or more
VERY HIGH 70% or greater			
HIGH 60% to less than 70%			
MEDIUM 40% to less than 60%			North Area
LOW 25% to less than 40%	Gerber		El Centro
VERY LOW less than 25%	Hickey		

SCOE CCS 3x5 Credit Completion (State Graduation Requirements – 130 Credits) *
Court and Community Schools

LEVEL	DECLINED by 5% or more	MAINTAINED	INCREASED by 5% or more
VERY HIGH 70% or greater			El Centro
HIGH 60% to less than 70%			
MEDIUM 40% to less than 60%	Gerber		North Area
LOW 25% to less than 40%		Hickey	
VERY LOW less than 25%			

* 11th and 12th graders who had at least one enrollment at El Centro in 2017-2018, or Foster Youth in 2017-2018 or Homeless in 2017-2018.

SCOE CCS 3x5 TRANSITION RATE
Court and Community Schools

LEVEL	DECLINED by 2% or more	MAINTAINED	INCREASED by 2% or more
VERY HIGH 98% or greater		El Centro Hickey North Area Gerber	
HIGH 95% to less than 98%			
MEDIUM 90% to less than 95%			
LOW 85% to less than 90%			
VERY LOW less than 85%			

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2017-2018 Annual Report of Sacramento County <i>Williams</i> Reviews	Agenda Item No.: VIII.J. Enclosures: 2
Reason: Informational	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 11/13/18

BACKGROUND:

The *Williams* Settlement, Education Code section 1240, 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).

The enclosed report summarizes the results of *Williams* reviews conducted during the 2017-2018 school year. For additional details regarding the 2017-2018 *Williams* reviews, please refer to the Annual *Williams* reports provided by the County Superintendent this past summer. Electronic copies are available upon request.

The Sacramento County Office of Education is currently visiting schools and reviewing the sufficiency of instructional materials and the condition of school facilities. The results of these 2018-2019 school visits will be included in the First Quarterly 2018-2019 *Williams* Review Reports, which will be completed in December 2018. These results also will be shared with the Board as part of the 2018- 2019 Annual Report.

**2017-2018 Annual Report of Sacramento County
Williams Reviews
November 13, 2018**

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 2017-2018 school year.

To conduct these reviews during fiscal year 2017-2018, SCOE staff visited 107 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 2017, SCOE completed instructional material and facilities reviews. Fourteen SCOE employees and 23 Exempt Temporary Employees spent over 1,500 staff hours organizing and conducting *Williams* reviews and reports. In the 107 sites that were visited, over 1,682 classrooms were reviewed for the sufficiency of standards-aligned instructional materials and over 2,596 areas within school sites were reviewed for the condition of facilities. The results for these visits were as follows:

Instructional Materials

All but one of the visited schools were found to have sufficient instructional materials. One school (Mesa Verde High School, San Juan Unified School District (SJUSD)) had an insufficiency because its instructional materials had not been adopted by its Board. The district promptly took steps to have the Board formerly approve the instructional materials as required.

Facilities

The overall conditions of the 107 schools visited:

- 53 schools were found to be in exemplary condition,
- 54 schools were found to be in good condition,
- 0 schools were found to be in fair condition, and
- 0 schools were found to be in poor condition.

School Accountability Report Cards

During the third quarter of the 2017-2018 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

During the fourth quarter of the 2017-2018 school year, SCOE Human Resources staff worked with districts to collect data on teacher vacancies and misassignments. A vacancy is a position to which a single designated certificated employee has not been assigned within the first 20 school days of the year or semester. A misassignment is when a certificated employee is placed in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or is otherwise not authorized to hold the position.

Five out of nine districts with *Williams* Schools reported no vacancies. A total of 29 teacher vacancies in *Williams* Schools were reported in four districts:

- Elk Grove Unified School District (EGUSD) had 1 position vacant.
- Folsom Cordova Unified School District (FCUSD) had 1 position vacant.
- Sacramento City Unified School District (SCUSD) had 20 positions vacant.
- Twin Rivers Unified School District (TRUSD) had 7 positions vacant.

Five out of nine districts with *Williams* Schools reported no misassignments. A total of 106 uncorrected teacher misassignments in *Williams* Schools were reported to the California Commission on Teacher Credentialing in four districts:

- SCUSD had 46 uncorrected misassignments.
- TRUSD had 43 uncorrected misassignments.
- SJUSD had 16 uncorrected misassignments.
- Elverta School District had one uncorrected misassignment.

Uniform Complaints Procedures

Throughout the 2017-2018 school year, SCOE monitored uniform complaints filed in each of the districts with *Williams* Schools. Six out of nine districts reported no filed uniform complaints. Four uniform complaints were filed in three districts:

- 2 facilities complaints were filed in TRUSD, both of which were reported as resolved;
- 1 teacher misassignment complaint was filed in Natomas Unified School District, and was reported as resolved;
- One teacher misassignment complaint was filed in SJUSD, and was reported as resolved.