



# Sacramento County Board of Education

## Regular Meeting

*Tuesday / September 1, 2020 / 6:30 P.M.*

**PLEASE NOTE:**

**Zoom Meeting**

<https://scoe.zoom.us/j/95191831919>

**Primary Number: 669.900.6833**

**Secondary Number:**

**346.248.7799**

**Meeting ID: 951 9183 1919**

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

# **SACRAMENTO COUNTY BOARD OF EDUCATION MEETING AGENDA**

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

**TO:** Members, County Board of Education

**FROM:** David W. Gordon, Secretary to the Board

**SUBJECT: Agenda – Regular Meeting – Tuesday, September 1, 2020**

Regular Session: 6:30 p.m.

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

The Sacramento County Board of Education will conduct this meeting via Zoom video and/or teleconference, with one or more Board members participating from remote locations via video, telephone, or other electronic means. Voting at this meeting shall be by roll call.

This meeting will be accessible to members of the public via Zoom video and/or teleconference. To view the Board Meeting by computer, tablet, or smart phone, go to:  
<https://scoe.zoom.us/j/95191831919>

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 346-248-7799  
Enter the Meeting ID: 951 9183 1919

Members of the public may submit public comment through a Google form at: <https://bit.ly/scoe-board-9-1-20>. Public comment will be accepted until 6:00 p.m. on Tuesday, September 1, 2020, and will be read during the teleconferenced Board meeting at appropriate times.

## **Accommodating Individuals with Special Needs**

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

## **AGENDA**

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

## **Mission Statement**

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

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

## Regular Meeting Agenda – September 1, 2020 – Page 2

- III. Approval of the Board/Superintendent Study Session of August 4, 2020  
Approval of the Minutes of the Regular Board Meeting of August 11, 2020

- IV. Adoption of Agenda

- V. Official Correspondence

- VI. Visitor Presentations

- A. General Public

- B. Employee Organizations

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

- VII. Superintendent's Report

- VIII. New Business

- A. Board Report – Schools as Centers of Wellness Mental Health Clinicians Initiative – Brent Malicote

- B. Adoption of Consent Agenda – David W. Gordon

- 1. Accept Report on Personnel Transactions – Coleen Johnson
    - 2. Award Diplomas to Court and Community Schools Students – Dr. Matt Perry/Michael Kast

- C. Approval of Contracts – Tammy Sanchez

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

- 1. \$384,617 USA Learns: Website Redesign to Help Adults Improve Their Lives with Free Online Instruction grant from the Dollar General Literacy Foundation (DGLF) for the 2020-2021 and 2021-2022 fiscal years – Jerry Jones
      - 2. \$225,537 California Partnership Academies (CPA) Support and Development Project grant from the California Department of Education for the 2020-2021 fiscal year – Dr. Matt Perry

## **Regular Meeting Agenda – September 1, 2020 – Page 3**

- E. Public Hearing and Adoption of Resolution No. 20-09 – Determination of Textbooks and/or Instructional Materials Sufficiency Pursuant to Education Code Section 60119 (Community and Special Education Schools) – Dr. Matt Perry/Michael Kast
  - F. Presentation and Public Hearing – SCOE 2020-2021 Learning Continuity and Attendance Plan – Dr. Matt Perry/Michael Kast
- IX. Board Reports, Comments, and Ideas
  - A. Board Members
  - B. Board President
  - C. Committees
- X. Items for Distribution
  - A. September/October Events
  - B. September/October Site Visits
- XI. Schedule for Future Board Meetings
  - A. September 15, 2020
- XII. Adjournment

### **Board Agenda Packet**

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

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Board/Superintendent Study Session of August 4, 2020**

**VIA ZOOM/TELECONFERENCE CALL**

Agenda

- I. Call to Order and Roll Call
  - II. Pledge of Allegiance
  - III. Board/Superintendent Study Session
    - a. Equity, Diversity, and Inclusion
  - IV. Public Comment
  - V. Adjournment
- 

I. President Ahola called the meeting to order at 6:05 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Al Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Brent Malicote, Assistant Superintendent; Jerry Jones, Executive Director; other staff and visitors; and Wende Watson, Executive Assistant.

Also other staff via teleconference were Tamara Sanchez, Associate Superintendent; Matt Perry, Assistant Superintendent; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Rachel Perry, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; and Tim Herrera, Director.

II. Mr. Keefer led the Pledge of Allegiance.

III. Board/Superintendent Study Session

a. Diversity, Equity, and Inclusion

Superintendent Gordon introduced Kristin Wright and Channa Cook-Harvey who presented the report on Diversity, Equity, and Inclusion.

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

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

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

Ms. Ahola – yes

The meeting adjourned at 7:53 p.m.

Respectfully submitted,

David W. Gordon  
Secretary to the Board

Date approved:

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of August 11, 2020**

**VIA ZOOM/TELECONFERENCE CALL**

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of July 14, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations
- VII. Superintendent's Report
- VIII. New Business
  - A. Adoption of Consent Agenda
    - 1. Accept Report on Personnel Transactions
    - 2. Award Diplomas to Court and Community School Students
    - 3. Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)
    - 4. Accept Donations to Community School and Special Education School Sites
  - B. Approval of Contracts
  - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budgets
    - 1. \$1,898,299 Sacramento School-Based Mental Health and Wellness grant from Medi-Cal for the 2020-2021 fiscal year
    - 2. \$690,000 Seeds of Partnership grant from the California Department of Education for the 2020-2021 fiscal year
    - 3. \$358,743 Quality Counts California Workforce Pathways grant from the California Department of Education/Early Learning and Care for the 2020-2021 fiscal year
    - 4. \$257,700 WorkAbility I grant from the California Department of Education for the 2020-2021 fiscal year
    - 5. \$750,000 Distance Learning Curriculum and Instructional Guidance grant from the California Department of Education for the 2020-2021 and 2021-2022 fiscal years
  - D. Public Hearing and Adoption of Resolution No. 20-08 – Determination of Textbooks and/or Instructional Materials Sufficiency Pursuant to Education Code Section 60119 (Juvenile Court Schools)
  - E. Second Reading and Adoption of Revisions to Board Policy 2400 – Charter School Petitions
  - F. Informational Item: Revisions to Administrative Rules and Regulations 2400 – Charter School Petitions

- G. Second Reading and Adoption of Revisions to Board Policy 5141.52 – Suicide Prevention
  - H. Board Report – Schools as Centers of Wellness Mental Health Clinicians Initiative
  - IX. Board Reports, Comments, and Ideas
    - A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. August/September Events
    - B. August/September Visits
  - XI. Schedule for Future Board Meetings
    - A. September 1, 2020
  - XII. Adjournment
- 

I. President Ahola called the meeting to order at 6:31 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Brent Malicote, Assistant Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant.

Also, other staff via teleconference were Tammy Sanchez, Associate Superintendent; Matt Perry, Assistant Superintendent; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Kristin Wright, Executive Director; and Tim Herrera, Director.

II. Ms. Talamantes led the Pledge of Allegiance.

III. On a motion by Mr. Fong and seconded by Ms. Talamantes, the minutes of the regular meeting of July 14, 2020 were approved. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

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

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

Ms. Talamantes – yes  
Ms. Lefkovitz – yes

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

V. There was no official correspondence.

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

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

VII. Superintendent Gordon reported on the following:

- SCOE schools have been provided with resources for managing anxiety and emotional wellbeing during COVID-19 and resources to promote SEL over distance learning. All Community School programs (CARE, Community Schools, and Senior Extension) have mental health clinicians engaging with students that staff identify as needing or requesting mental health support. These programs also receive support from our SCOE School Psychologists that support enrolled special education students. Each of the above programs are receiving SEL supports from seven of our partnering nonprofits funded by the City of Sacramento CARES act funding. Students in El Centro Jr./Sr. High School receive full support from SCOE Special Education Psychologists via iPads on Zoom meetings. Every student in the Youth Detention Facility receives mental health support directly from Sacramento County Behavioral Health clinicians who are stationed inside the Juvenile Hall. In Special Education, school psychologists are checking in with all students on their caseloads. They are doing their best to provide a similar service to what they would normally provide during regular school operations.
- Summarized back to school plans and supports being provided by each school district in the county. Districts deserve a lot of credit for ensuring they have adequate devices and connectivity.
- Summarized back to school plans and supports for SCOE court and community schools, CARE programs, Senior Extension, special education programs, infant development, and preschool programs, including community building, academic and social emotional learning, and access to distance learning technology and materials.
- Congratulated Belinda Foster from Twin Rivers Unified and Lynda Bettencourt from Elk Grove Unified on being named the Sacramento County Teachers of the Year for 2021. We did a virtual ceremony for them. Congratulated SCOE's own Carissa Jones, our Culinary Arts

instructor at El Centro, for her nomination. Thanks to Board President Joanne Ahola for participating in the Zoom call – via video – and announcing the winners.

- This past week we hosted a FREE virtual workshop to support local educators in strengthening their students and their own capacity for distance learning. It was a sell out, so we are actually repeating that program.
- The Nor Cal Cyber Stories Camp, we collaborated with several partners and the program was free for 50 students from the Sacramento Region put on by the Square Root Academy, 916 Ink, and Sacramento Area Youth Speaks. Three of our valued community partners.
- Thanks to our Early Learning team, which recently co-hosted a virtual forum for Sacramento County Childcare operators. We partnered with First 5 Sacramento and Child Action, Inc., in county resources and referral agency on this particular program.

Board members expressed appreciation for the report and asked additional questions about how students are being served. Superintendent Gordon and Assistant Superintendents Malicote and Perry responded to the Board's questions.

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

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community School Students as revised
3. Declared Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)
4. Accepted donations to Community School and Special Education School Sites

Mr. Fong wanted to draw trustees' attention to the transition in staff. We will be losing Tammy Sanchez to retirement in December. He asked Tammy if she came on at the same time as him.

Ms. Sanchez said she came before Mr. Fong was on the Board. She has been with SCOE for over 25 years.

Mr. Fong appreciates her service of 25 years and her ability to deliver financial reports in a concise way and thinks she should be recognized.

Superintendent Gordon said that we recognize employees' years of service at Employee Recognition Day.

Ms. Talamantes appreciates what Tammy has done for the Board.

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

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

Dr. Matt Perry announced that the following students will be awarded a diploma: Julia Cecilia Castro and Amont Raqon Salter from Cordova Lane Senior Extension; Christopher James Lockett from Elinor Lincoln Hickey Jr./Sr. High School; Kevin Gabriel Campos, Milia Kayla Mays, and Jasmine Pope from Elinor Lincoln Hickey Senior Extension; 1 candidate from El Centro Jr./Sr. High School; and Nicolas Dimitrius Douglas, Belinda Marie Nykole James, Angelique Xania Lumentut, Kevin Isidro Trejo Ortiz, and Cody Vue from North Area Senior Extension.

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

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

VIII.C. On a motion by Ms. Davis, and seconded by Ms. Lefkovitz, 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. \$1,898,299 Sacramento School-Based Mental Health and Wellness grant from Medi-Cal for the 2020-2021 fiscal year
2. \$690,000 Seeds of Partnership grant from the California Department of Education for the 2020-2021 fiscal year

3. \$358,743 Quality Counts California Workforce Pathways grant from the California Department of Education/Early Learning and Care for the 2020-2021 fiscal year
4. \$257,700 WorkAbility I grant from the California Department of Education for the 2020-2021 fiscal year
5. \$750,000 Distance Learning Curriculum and Instructional Guidance grant from the California Department of Education for the 2020-2021 and 2021-2022 fiscal years

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

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

VIII.D. Public Hearing and Adoption of Resolution No. 20-08 – Determination of Textbooks and/or Instructional Materials Sufficiency Pursuant to Education Code Section 60119 (Juvenile Court Schools) as revised.

President Ahola opened the Public Hearing at 7:36 p.m.

There were no public comments.

President Ahola closed the Public Hearing at 7:36 p.m.

Mr. Fong moved, and Ms. Lefkovitz seconded the motion to adopt Resolution No. 20-08 – Determination of Textbooks and/or Instructional Materials Sufficiency Pursuant to Education Code Section 60119 (Juvenile Court Schools) as revised.

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

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

VIII.E. President Ahola announced this is the Second Reading and Adoption of Revisions to Board Policy 2400 – Charter School Petitions.

Ms. Stinson, General Counsel, reviewed the policy and changes made after the first reading. If it is of interest to the Board, she proposed adding the following language to be inserted within the "Petition Hearing Procedures" section:

*The Board is committed to a charter hearing process that considers input from petitioners, stakeholders, and the community, while providing sufficient opportunity for meaningful discussion and deliberation by the Board. To help achieve these goals, Board meetings at which charter petitions are considered may be expected to last longer than usual and/or may be scheduled at mutually convenient alternative times.*

After discussion, the Board expressed support for including this additional language.

The Board discussed other provisions in the policy and supported the addition of language clarifying that parents and community members would have the opportunity to comment under the Board's usual public participation guidelines.

President Ahola called for a motion to adopt revisions to Board Policy 2400 – Charter School Petitions as amended. Ms. Davis moved, and Ms. Talamantes seconded the motion. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstention based on the following Roll Call vote:

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

VIII.F. An informational item on the Revisions to Administrative Rules and Regulations (ARR) 2400 – Charter School Petitions was provided in the Board packet.

Ms. Stinson summarized ARR 2400 and attachments A, B, and C, reviewed additional provisions to be added regarding charter schools' annual goals and outcomes, and responded to questions and feedback from the Board.

If the Board has additional comments, it may submit them to Ms. Stinson. In addition, as suggested by Trustees Talamantes and Lefkovitz and supported by other Board members, SCOE's equity team will review ARR 2400. Any additional substantive revisions to ARR 2400 will be presented to the Board.

Ms. Stinson thanked the Board for its thoughtful engagement and discussion. SCOE will do everything it can to keep improving its policies.

VIII.G. President Ahola announced this is the Second Reading and Adoption of Revisions to Board Policy 5141.52 – Suicide Prevention.

Mr. Brown moved, and Talamantes seconded the motion to adopt revisions to Board Policy 5141.52 – Suicide Prevention. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstention based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

VIII.H. The Schools as Centers of Wellness Mental Health Clinicians Initiative report was tabled to the next Board Meeting on September 1, 2020. It was requested that it be the first item on the agenda.

IX.A. Ms. Lefkovitz thought it was a great discussion tonight.

Ms. Davis congratulated Ms. Bettencourt. She was her daughter's teacher. As far as teaching is concerned, she hopes it is encouraging for teachers to be recognized. Many of her teacher friends are really being stretched right now. She hopes they will feel this is their big opportunity to see what they really can do. She went to the Personnel Commission meeting via Zoom. There was a discussion that they are reframing Friday Night Live. We used to call students at risk and now we are calling students at promise. She thought this was really great.

Mr. Fong said during COVID, he hopes we find a way to get through this and still educate our kids. He's been trying to find articles about how COVID is impacting youth – whether they are asymptomatic or if affected differently. He would like information that talks about this so he can get a little bit clear in his mind about supporting or not supporting opening a school. The idea is to have the kids in the classroom but having the information to say it's safe to grandparents. He's been working from home and now when he receives an assignment, he does the work knowing what needs to get done so there's not that daily communication from the manager; other than the fact he turned in a report of the amount of work he did for that day. Do we really need that many managers around? He asked the Superintendent to review the management level and have the Budget Committee get a report from the Superintendent regarding the ratio of management to staff, and when people retire, do we need that position. Maybe we could look for a way where we can restack the management team without losing its effectiveness.

Mr. Brown stated education is not a business. Teachers work a long time putting together the outlines. He taught virtually years ago and had to set up outlines and plans for each class to last a certain amount of time. It's not as easy as running a business. It's a little bit different when you are dealing with human beings. He shared details of a

business within the Berkeley School District for reading support. They teach kids how to read forty hours and thinks it is something we could look at it. It is important that kids learn how to read. Once they learn how to read, the world opens up for them.

Mr. Keefer reported at Rotary today, Dr. Nelson from Sac State spoke. He showed great enthusiasm for how well things are landing over there considering how difficult it is. He spoke about he and his wife helping homeless students that are seeking shelter and food. Those students are a tip of the spirit and an indicator of our own students. He would say the virtue of fortitude that Dr. Perry and through Superintendent Gordon's leadership and the team seeking no excuses towards making sure our kids are in a good place. He expressed his thanks to the whole SCOE team. Sac State is working hard to produce great outcomes for our students that attend there and thinks SCOE is doing the same.

Ms. Talamantes reported she is currently working on Al Fresco learning and is currently working with the City of Sacramento, the library, and other partners to see if we can set up 2:00-6:00 p.m. onsite after school learning, like a tutoring program. She's excited about it because we need to prioritize our education. And continuing to work on digital equity, figuring out what are families still need, if they need better bandwidth, computers, whatever it may be. She helped her nephew with distance learning the other day and joined the SCOE gear meeting with Trustee Keefer. It was a good experience.

IX.B. President Ahola stated that the community events are far and few between right now, but she had an opportunity to participate with a nonprofit locally in her trustee area called, "About Kids". They operate a first day program where they talk about every kid deserves a great first day. Through social distancing and with masks, she helped distribute over 800 backpacks that were filled with amazing school supplies that are collected throughout the year from donations in our schools. These are distributed to kids all over Sacramento County including first day of school outfit and shoes. She wanted to say to SCOE educators and educators across the county, she wants to give them all a big hug as they go into the fall and teach our kids via distance learning. It's a challenge and they are raising to the challenge and putting in a lot of time to make sure our kids are learning. She's thinking about all educators as school begins over the next few weeks including her own children on Thursday. She wished all the parents luck who are not familiar with having their kids at home during school, although now we all have that experience as we move into a different environment for distance learning with more rigid requirements, which will be good for kids to make sure they are continuing to learn.

IX.C. There were no committee reports.

X.A. There was no distribution of the August/September Events item.

X.B. There was no distribution of the August/September Site Visits item.

XI. Schedule for Future Board Meetings:

A. September 1, 2020

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

Ms. Talamantes – yes

Ms. Lefkovitz – yes

Mr. Keefer – yes

Mr. Fong – yes

Ms. Davis – yes

Mr. Brown – yes

Ms. Ahola – yes

The meeting adjourned at 8:58 p.m.

Respectfully submitted,

David W. Gordon  
Secretary to the Board

Date approved:

## SACRAMENTO COUNTY OFFICE OF EDUCATION

*PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION*

Board Meeting – September 1, 2020

**REGULAR APPOINTMENTS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Status</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date</b>	<b>Salary Placement</b>
Management	Student Programs – CTE	Amalong, Jared	Pro- motion	Director I, Computer Science Education and Distance Learning 8 h/d 5 d/w 224 d/y PC# 210013	Student Programs – CTE	08/17/20	MT-40
	Through a competitive process, this individual was selected for a new position which increased his salary by more than \$10,000.						
Management	Prevention and Early Intervention	Bianchi-Templin, Traci	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200058	Prevention and Early Learning	08/24/20	MT-24
Management	Prevention and Early Intervention	Creysseles, Shana	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200062	Prevention and Early Learning	08/24/20	MT-24
Management	Prevention and Early Intervention	Kosakowski, Cristina	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200063	Prevention and Early Learning	08/24/20	MT-24
Management	School of Education	Lindgren, Margaret	Mgmt.	Coordinator, School of Education 8 h/d 5 d/w 224 d/y PC# 200074	School of Education	09/01/20	MT-36
Management	Prevention and Early Intervention	Lovelace, Natasha	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200059	Prevention and Early Learning	08/24/20	MT-24
Management	Prevention and Early Intervention	Manongsong, Aubrey Rose	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200056	Prevention and Early Learning	08/24/20	MT-24
Management	Prevention and Early Intervention	Powell, Charne'	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200060	Prevention and Early Learning	08/24/20	MT-24

## PERSONNEL TRANSACTIONS

September 1, 2020

Management	Prevention and Early Intervention	Reed, Mary	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200057	Prevention and Early Learning	08/24/20	MT-24
Management	Payroll Department	Rodgers, Jr., Curtis	Mgmt.	Manager, Payroll Services 8 h/d 5 d/w 244 d/y PC# 030061	Payroll Department	08/20/20	MT-31
Management	Prevention and Early Intervention	Schirmer, Patrick	Mgmt.	School-Based Mental Health and Wellness Clinician 8 h/d 5 d/w 228.75 d/y PC# 200061	Prevention and Early Learning	08/26/20	MT-24
Classified	Administration	Wetz, Laura	Reclass	Administrative Assistant 8 h/d 5 d/w 244 d/y PC# 210020	Administration	08/17/20	CL-29-F

**TRANSFERS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Dept./ Program</b>	<b>Name</b>	<b>Classification</b>	<b>From/To</b>	<b>Effective Date/ Duration</b>
Certificated	Special Education	Aldrich, Kristina	Teacher, SH	Jessie Baker Elementary to Galt High School	08/13/20
Certificated	Senior Extension Sites / Itinerant	Brown, Adrian	Counselor, Alternative Education	Counselor, Alternative Education to Counselor, Alternative Education in Senior Extension Programs	08/13/20
Certificated	Court and Community Schools / Itinerant	Tanaka, Cynthia	Counselor, Alternative Education	Counselor, Alternative Education to Counselor, Alternative Education in Court and Community Schools	08/13/20
Classified	Special Education	Degg, Tara	Para Educator – SH	McCaffrey to Galt High School	08/13/20
Classified	Personnel	Spencer, Joanne	Administrative Assistant	Information Services to Personnel	09/01/20

**SEPARATIONS**

<b>Group (Mgmt/Cert/Class)</b>	<b>Type</b>	<b>Name</b>	<b>Classification</b>	<b>Location</b>	<b>Effective Date</b>	<b>Reason for Leaving</b>
Classified	Resignation	Anderson, Jessica	Payroll Analyst	Cy Young, Payroll	10/23/20	Resignation
Classified	Retirement	Haley, Cynthia Lynn	Vision Educator	Dry Creek	07/01/20	Retirement
Classified	Resignation	Simmons, Valerie	Para Educator – SH	Sunrise	09/02/20	Resignation

	<b><u>RECAP</u></b>			
	<b>Management</b>	<b>Certificated</b>	<b>Classified</b>	<b>Total</b>
Regular Appointments	11	0	1	12
Transfers	0	3	2	5
Separations	0	0	3	3
	<hr/>			
<b>TOTAL</b>	<b>11</b>	<b>3</b>	<b>6</b>	<b>20</b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> Award of Diplomas	<b>Agenda Item No.:</b> VIII.B.2. <b>Enclosures:</b> 0
<b>Reason:</b> Approval	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry <b>Board Meeting Date:</b> 09/01/20

**BACKGROUND:**

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

Cordova Lane Senior Extension

Demetre Curtis Caldwell-Lee  
Analycia M. Perez

E.L. Hickey Senior Extension

Ejon Andrews  
Zitlali Castro-Ortega

North Area Senior Extension

Carlos Orona

**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**  
**September 1, 2020**

**STUDENT PROGRAMS**

**Expenditure**

**Aging Up**

Contractor will match adult mentors to Sacramento County Office of Education students who have current or former foster care experience. Contractor will also provide independent living skills classes where students can attend workshops for financial literacy, resumé building, college and career development, healthy living skills, cooking, and more.

Renewal

Dates of Service: 09/02/20 – 06/30/21

Source of Funds: Federal Comprehensive Support and Improvement Grant to Support Low-Performing Schools	\$12,500.00
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**RECAP**

	<u><b>Expenditure</b></u>
<b>Student Programs</b>	12,500.00
<b>TOTAL</b>	<b>\$12,500.00</b>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

**Grant/Contract Proposal Abstract**

Agenda Item No.: VIII.D.1.

Enclosures: 2

Board Meeting Date: 09/01/20

**Title of Grant/Contract:** USA Learns: Website Redesign to Help Adults Improve Their Lives with Free Online Instruction

**Department/Director:** Technology Services/Jerry Jones

**Funding Source:** Dollar General Literacy Foundation (DGLF)

**Amount Requested:** \$384,617

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

**Program Description:**

To date, more than 14 million adults in the United States and around the world have used USA Learns (usalearns.org) to learn English and for U.S. citizenship. USA Learns is a free distance learning website created in 2008 by the Internet and Media Services Department.

The DGLF is seeking quality distance learning platforms and tools to reach adult learners across the nation who, due to COVID-19, are unable to attend traditional adult education classrooms. Because USA Learns has a stellar reputation as a premier free online learning platform for adults, the DGLF would like to contract with the Sacramento County Office of Education (SCOE) to upgrade the USA Learns website so that it can be used more easily on a smartphone. The USA Learns website was originally designed for laptops and iPads, but not for devices with smaller screens.

The redesigned site will be mobile-friendly, ensuring it can be used on all mobile devices, and will increase the amount of time that visitors spend learning. Because many adult learners only have a smartphone, this upgrade will increase digital equity for adult learners and immigrants who urgently need access to free distance learning. The process of upgrading USA Learns will require significant modification to the content, instructional design, programming, graphic layout, and training/orientation materials.

**New Positions:** None

**Subcontracts:** None

**Evaluation Component:**

This project will be measured and evaluated by successful completion of deliverables as described in the contract, including:

- Completion of critical milestones
- Alpha and beta testing
- Reporting project status using Google Analytics

**Detailed Budgets Attached**

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

**Grant Title:** USA Learns: Website Redesign to Help Adults Improve their Lives with Free Online Instruction

**Contact Person/Dept. /Phone #:** Jerry Jones/Technology Services/(916) 228-2593

**Fiscal Year:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.00	0	0	0
Salaries - Classified (FTE): 2.97	208,837	82,523	291,360
Temporary Employees	5,325	0	5,325
Employee Benefits	74,208	26,462	100,670
Books and Supplies	0	0	0
Travel and Conference	0	0	0
Subcontracts Not Subject to Indirect	0	0	0
Subcontracts Subject to Indirect	0	0	0
Other Services / Operating Expenses	2,000	212,570	214,570
Communications (postage/phones)	0	0	0
Printing Services	0	0	0
Indirect % 8.90	25,843	0	25,843
Other:	0	0	0
<b>Totals</b>	<b>\$316,213</b>	<b>\$321,555</b>	<b>\$637,768</b>

  

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director, Technology Services	0.08	M47		15,706
Director, IMS	0.33	M40		51,563
Coordinator	0.20	M36	26,618	
Lead Application Developer	0.35	M36	45,350	
Project Specialist II	0.42	M29	35,664	8,932
Multimedia Design Specialist	1.40	45F	90,848	
Video Production Specialist	0.11	45F	10,357	
Executive Assistant	0.08	M18		6,322
<b>Totals</b>	<b>2.97</b>		<b>\$208,837</b>	<b>\$82,523</b>

Revised 07/15

Initials of Grants Financial Staff: AS MS

Date: 8/5/20

# 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:** USA Learns: Website Redesign to Help Adults Improve their Lives with Free Online Instruction

**Contact Person/Dept. /Phone #:** Jerry Jones/Technology Services/(916) 228-2593

**Fiscal Year:** 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.00	0	0	0
Salaries - Classified (FTE): 0.61	41,767	16,505	58,272
Temporary Employees	1,200	0	1,200
Employee Benefits	14,847	5,292	20,139
Books and Supplies	0	0	0
Travel and Conference	0	0	0
Subcontracts Not Subject to Indirect	0	0	0
Subcontracts Subject to Indirect	0	0	0
Other Services / Operating Expenses	5,000	42,514	47,514
Communications (postage/phones)	0	0	0
Printing Services	0	0	0
Indirect % 8.90	5,590	0	5,590
Other:	0	0	0
<b>Totals</b>	<b>\$68,404</b>	<b>\$64,311</b>	<b>\$132,715</b>

  

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director, Technology Services	0.02	M47		3,141
Director, IMS	0.07	M40		10,313
Coordinator	0.05	M36	5,323	
Lead Application Developer	0.08	M36	9,070	
Project Specialist II	0.09	M29	7,133	1,786
Multimedia Design Specialist	0.26	45F	18,170	
Video Production Specialist	0.02	45F	2,071	
Executive Assistant	0.02	M18		1,265
<b>Totals</b>	<b>0.61</b>		<b>\$41,767</b>	<b>\$16,505</b>

Revised 07/15

Initials of Grants Financial Staff: AS MS

Date: 8/5/20

**SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

**Grant/Contract Proposal Abstract**

**Agenda Item No.:** VIII.D.2.

**Enclosures:** 1

**Board Meeting Date:** 09/01/20

**Title of Grant/Contract:** California Partnership Academies (CPA) Support and Development Project

**Department/Director:** College & Career Readiness/Dr. Matt Perry

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

**Amount Requested:** \$225,537

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

**Program Description:**

The overarching goal of the CPA Support and Development Project is to provide broad technical support for CPAs across California. This project will support the needs of coordinators, teachers, counselors, and administrators as they expand articulation and concurrent enrollment agreements with post-secondary institutions, and the adoption of approved UC “a-g” courses in both career technical education (CTE) and industry themed academic offerings.

**New Positions:**

None

**Subcontracts:**

None

**Evaluation Component:**

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

**Detailed Budget Attached**

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

Cash Match Total (if applicable)	0
Source of Funds for Cash Match	N/A

Funds (check boxes that apply)

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

**Grant Title:** California Partnership Academies Support and Development Project

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

**Fiscal Year:** 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.25	38,355		38,355
Salaries - Classified (FTE): 0.65	46,534		46,534
Temporary Employees	51,000		51,000
Employee Benefits	33,717		33,717
Books and Supplies	10,000		10,000
Travel and Conference	20,000		20,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	7,499		7,499
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	18,432		18,432
Other:			0
<b>Totals</b>	<b>\$225,537</b>	<b>\$0</b>	<b>\$225,537</b>

  

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director II	0.25	M43	38,355	
Project Specialist	0.30	M18	24,827	
Program Analyst	0.35	36/C	21,707	
<b>Totals</b>	<b>0.90</b>		<b>\$84,889</b>	<b>\$0</b>

Revised 07/15

Initials of Grants Financial Staff: 

Date: 8-12-20 

# **SACRAMENTO COUNTY BOARD OF EDUCATION**

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

<b>Subject:</b> Public Hearing and Adoption of Resolution No. 20-09 – Determination of Textbooks and/or Instructional Materials Sufficiency Pursuant to Education Code Section 60119	<b>Agenda Item No.:</b> VIII.E. <b>Enclosures:</b> 5
<b>Reason:</b> Public Hearing and Adoption of Instructional Materials Sufficiency Resolution for SCOE Community and Special Education Schools	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry Michael Kast <b>Board Meeting Date:</b> 09/01/20

## **BACKGROUND:**

The Sacramento County Board of Education (County Board) is required to hold a public hearing and to determine whether each pupil in the Community and Special Education schools has sufficient textbooks or instructional materials, or both, in English/language arts, including the English language development component of an adopted program, mathematics, history/social science, and science that are aligned to the state content standards adopted by the State Board of Education (SBE). As part of this determination, the County Board also must determine if each pupil who is actually enrolled in a foreign language or health course has sufficient instructional materials that are consistent with the content and cycles of curriculum frameworks adopted by the SBE. In addition, the County Board must determine if pupils enrolled in a laboratory science course have adequate equipment. Detail substantiating that sufficient instructional materials are available to each student will be available for inspection by the County Board and public at the hearing.

In accordance with the sufficiency requirements of Education Code Section 60119(c), every pupil in the Community and Special Education schools will have sufficient textbooks or instructional materials, or both, in English/language arts, including the English language development component of an adopted program, mathematics, science, and history/social science that are aligned to the state content standards adopted by the SBE. Pupils enrolled in a health course will have sufficient materials. SCOE does not offer foreign language instruction in any grades, nor does SCOE offer science laboratory courses in any of grades 9 through 12. Therefore, SCOE need not maintain science laboratory equipment. Completion of a science laboratory course is not a requirement for high school graduation, though completion of a course in either foreign language or visual or performing arts is a requirement (EC 51225.3). As necessary for completion of this graduation requirement, SCOE students are provided a course in fine arts.

## **SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent submits Board Resolution No. 20-09 for consideration and adoption, and with that adoption, the Superintendent shall submit the required certification to the California Department of Education.

## **SACRAMENTO COUNTY BOARD OF EDUCATION**

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

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

### **NOTICE OF PUBLIC HEARING**

A public hearing will be held by the Sacramento County Board of Education as required by Education Code Section 60119.

The public hearing is scheduled for **Tuesday, September 1, 2020 at 6:30 p.m.**

### **PURPOSE**

The Sacramento County Board of Education (Board) will determine whether a pupil in the community and Special Education Schools operated by the Sacramento County Office of Education (SCOE) has sufficient textbooks and/or instructional materials in mathematics, science, history/social science, and English/language arts, including the English language development component of an adopted program. The Board will also determine if each pupil enrolled in a health course has sufficient textbooks, instructional materials, or equipment. Parents, guardians, teachers, interested community members, employee association members, and administrative staff are invited to provide input.

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

Zoom Video Conference: To view the meeting from a computer, tablet, or smart phone, go to: <https://scoe.zoom.us/j/95191831919>

To listen by telephone: Primary Number: (669) 900-6833  
Secondary Number: (346) 248-7799 Enter the Meeting ID: 951 9183 1919

Public Comment: Members of the public may submit public comment through a Google form at <https://bit.ly/scoe-board-9-1-20>. Written comments received before the public comment portion of the September 1, 2020 meeting will be read during the teleconferenced meeting at appropriate times.

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

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

# **SACRAMENTO COUNTY BOARD OF EDUCATION**

## **Resolution No. 20-09**

### **Determination of Textbooks and/or Instructional Materials Sufficiency Pursuant to Education Code Section 60119 for Community and Special Education Schools**

**September 1, 2020**

**WHEREAS**, the Sacramento County Board of Education (County Board), governing board of the Sacramento County Office of Education (SCOE), in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 1, 2020, after 6:30 p.m., which, therefore, did not take place during or immediately following school hours; and

**WHEREAS**, the County Board provided a 10-day notice of the public hearing posted in at least three public places within the county that stated the time, place, and purpose of the hearing; and

**WHEREAS**, the County Board encouraged participation by parents, guardians, teachers, members of the community, and bargaining unit leaders in the public hearing; and

**WHEREAS**, information provided at the public hearing and to the County Board at the public meeting detailed the extent to which textbooks or instructional materials aligned to the State academic content standards were provided to all pupils, including English learners, in SCOE community and Special Education schools; and

**WHEREAS**, in accordance with Education Code Section 60119(c), sufficient textbooks or instructional materials were provided to each pupil before the end of the eighth week from the first day pupils attended school; and

**WHEREAS**, the textbooks and instructional materials currently adopted and in use in SCOE community and Special Education schools are listed in Attachment "A"; and

**WHEREAS**, in accordance with Education Code Section 60119(c), sufficient textbooks or instructional materials aligned to the State academic content standards were provided to each pupil including English learners, in mathematics, history/social science, science, and English/language arts, including the English language development component of the adopted programs, and where appropriate, consistent with the content and cycles of the curriculum frameworks; and

**WHEREAS**, sufficient textbooks or instructional materials were provided to each pupil enrolled in a health course, and these materials were provided to pupils before the end of the eighth week from the first day pupils attended school; and

**WHEREAS**, laboratory science equipment was not provided because SCOE community and Special Education schools do not provide laboratory science in any of grades 9 through 12; and

**WHEREAS**, SCOE Community and Special Education schools do not offer foreign language instruction, and the high school graduation requirement specified in Education Code Section 51225.3(a)(1)(E) is satisfied by providing pupils as necessary, a course in fine arts.

**NOW, THEREFORE, BE IT RESOLVED** that for the 2020-2021 school year, each pupil in Sacramento County Office of Education Community and Special Education schools have been provided with sufficient textbooks and/or instructional materials aligned to the State academic content standards and as appropriate, consistent with the content and cycles of the curriculum frameworks before the end of the eighth week from the first day pupils attended school as specified in Education Code Section 60119.

**PASSED AND ADOPTED** at the regular Board meeting of the Sacramento County Board of Education on September 1, 2020 by the following vote:

Ayes: \_\_\_\_\_

Noes: \_\_\_\_\_

Absent: \_\_\_\_\_

Abstain: \_\_\_\_\_

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Joanne Ahola, Board President

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David W. Gordon, Board Secretary

**SACRAMENTO COUNTY OFFICE OF EDUCATION**  
**Current Adopted Curricula**

**Attachment A**

The following materials have been adopted (06/14/16) for use in Sacramento County Office of Education Programs K-12, in the category of English/Language Arts (ELA). It is important to note that SCOE utilizes the district-adopted materials for K-6 students.

<b>Grade</b>	<b>Publisher</b>	<b>Title</b>
7-12	CollegeBoard	<i>SpringBoard</i>
7-12 Intervention	National Geographic Learning/Cengage Learning	<i>Inside/Edge</i>
Intensive Intervention	Houghton Mifflin Harcourt Interventions	<i>Read 180</i>

The following materials have been adopted (06/12/18) for use in Sacramento County Office of Education Programs K-12, in the category of History/Social Science. It is important to note that SCOE utilizes the district adopted materials for K-5 students.

<b>Grade/Subject</b>	<b>Publisher</b>	<b>Title</b>
6/US History	McGraw Hill – Networks	<i>Discovering Our Past: A History of the United States, Early Years</i>
7/World History	McGraw Hill – Networks	<i>Discovering Our Past: A History of the World, Early Ages</i>
8/US History	McGraw Hill – Networks	<i>Discovering Our Past: A History of the United States</i>
9-10/US History	McGraw Hill – Networks	<i>United States History and Geography</i>
11/US History	McGraw Hill – Networks	<i>United States History and Geography, Modern Times</i>
12/Government	McGraw Hill – Networks	<i>United States Government: Our Democracy</i>
12/Economics	McGraw Hill – Networks	<i>Understanding Economics</i>

The following materials have been adopted (06/09/15) for use in Sacramento County Office of Education Programs 6-12, in the category of Mathematics. It is important to note that SCOE utilizes the district-adopted materials for K-5 students.

<b>Grade</b>	<b>Publisher</b>	<b>Title</b>
6-8	McGraw Hill	<i>California Math</i>
9-12	Pearson	<i>Integrated High School Math 1,2,3</i>

SACRAMENTO COUNTY OFFICE OF EDUCATION  
Current Adopted Curricula

**Attachment A**

The following materials have been adopted (08/12/08) for use in Sacramento County Office of Education Programs 7-12, in the category of Science. It is important to note that SCOE utilizes the district-adopted materials for K-6 students.

<b>Grade</b>	<b>Publisher</b>	<b>Title</b>
7	Glencoe	<i>Physical Science</i>
7-12	AGS	<i>Earth Science</i>
8	Glencoe	<i>Life Science</i>
8	AGS	<i>Life Science</i>
9-12	Pearson Publishing/AGS	<i>Biology: Cycles of Life</i> <i>Physical Science</i> <i>Pacemaker Biology</i> <i>Concepts and Challenges in Life, Earth and Physical Sciences</i>

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

<b>Subject:</b> SCOE 2020-2021 Learning Continuity and Attendance Plan	<b>Agenda Item No.:</b> VIII.F. <b>Enclosures:</b> 16
<b>Reason:</b> Presentation and Public Hearing	<b>From:</b> David W. Gordon <b>Prepared By:</b> Dr. Matt Perry Michael Kast <b>Board Meeting Date:</b> 09/01/20

**BACKGROUND:**

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–2021 school year. The provisions for the plan were approved by the Governor and Legislature in June 2020 in SB 98 and can be found in *EC* Section 43509.

The Learning Continuity Plan adoption timeline of September 30, 2020, is intended to ensure that it is completed in the beginning of the 2020–2021 school year. Additionally, the timeline is intended to allow for communication of strategies that will guide how instruction will occur during the 2020–2021 school year. This includes in-person instruction, if, when and where feasible, according to health guidance, and distance learning.

The Learning Continuity Plan template describes the planning process already underway for the 2020–2021 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent recommends that the Sacramento County Board of Education conduct the Public Hearing on the 2020-2021 Learning Continuity and Attendance Plan. The 2020-2021 Learning Continuity and Attendance Plan will be brought to the Sacramento County Board of Education for final review and adoption at the September 15, 2020 Board Meeting.

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

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

**NOTICE OF PUBLIC HEARING**

A public hearing will be held by the Sacramento County Board of Education as required by Education Code Section 43509 to give taxpayers affected by the Learning Continuity and Attendance Plan time to inspect the plan before it is adopted by the Sacramento County Office of Education.

The public hearing is scheduled for **Tuesday, September 1, 2020 at 6:30 p.m.**

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

Zoom Video Conference: To view the meeting from a computer, tablet, or smart phone, go to: <https://scoe.zoom.us/j/95191831919>

To listen by telephone: Primary Number: (669) 900-6833  
Secondary Number: (346) 248-7799 Enter the Meeting ID: 951 9183 1919

Public Comment: Members of the public may submit public comment through a Google form at <https://bit.ly/scoe-board-9-1-20>. Written comments received before the public comment portion of the September 1, 2020 meeting will be read during the teleconferenced meeting at appropriate times.

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

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

# Learning Continuity and Attendance Plan Template (2020–2021)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento County Office of Education (SCOE)	Matt Perry, Assistant Superintendent	mperry@scoe.net, (916) 228-2507

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Many SCOE students and families live with enduring challenges during stable (non-pandemic) times, so the current situation has increased the struggle faced by many in the SCOE community of learners.

The SCOE Court and Community Schools (CCS) provide programs for incarcerated youth, expelled youth, and an educational option for students seeking a small and highly-supportive school environment with extensive Social Emotional Learner (SEL) supports. SCOE CCS also offers a diploma program for young adults who did not graduate from high school within the traditional four-year timeline. SCOE coordinates services for foster and homeless youth in Sacramento County through the Foster Youth Services Coordinating Program (FYSCP) and homeless students through Project Teach.

The SCOE Special Education programs provide services to students ages 3-22 years old who have disabilities that require significant and highly specialized support. SCOE serves students who need extensive supports in the realm of behavioral and mental health supports. SCOE has programs from first – twelfth grade for these students. All students in these programs are referred to SCOE by their district of residence and the referring district remains the district of special education accountability for the duration of their schooling.

The COVID-19 pandemic has greatly affected SCOE students and families. SCOE schools have high rates of students living in foster care, experiencing homelessness, with special education needs, and living in households with very low familial income.

Before the pandemic, some SCOE students struggled with a shortage of computing devices, insufficient internet connectivity, or a lack of a quiet and predictable place to study – all conditions that are exacerbated by the COVID-19 pandemic.

In the past, in-person instruction and personalized supports provided a welcoming school environment for SCOE students. SCOE staff has extensive expertise in developing personal, positive, and appropriate relationships with students and families. Last spring, the shift to Distance Learning provided an opportunity for SCOE educators to build new skills and methods to meet, engage, and build relationships with students remotely. The current situation also provides an opportunity for SCOE students to invest in their habits of responsibility, individual perseverance, and digital proficiency.

# Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Beginning in March of 2020, with the shutdown of schools, SCOE initiated a variety of engagement strategies to gather input from students, parents and guardians, faculty and staff, and community partners. Since March, SCOE programs have sent out a variety of surveys to help inform our planning and have received over 165 family responses and 536 staff responses.

Students at each site responded to online surveys and provided feedback on their device and connectivity needs. Parents and guardians were engaged via site councils and phone calls while those who speak Spanish were engaged via the SCOE English Learner (EL) Parent Liaison. Parents speaking other languages were supported through Transcend Translations. All parents were invited to engage in verbal surveys and online survey processes.

SCOE had direct dialogue with SCOE employee associations and conducted staff surveys regarding plans to complete the 2019-2020 school year, CCS summer school, Extended School Year for Special Education programs, and the year-round school for incarcerated youth. SCOE continues to engage the employee associations regarding the 2020-2021 school year.

SCOE solicited and responded to all input provided by certificated and classified membership. Due to the unique nature of El Centro Jr./Sr. High School within the Sacramento Youth Detention Facility (YDF), SCOE collaborated with Sacramento County Probation (Probation) to secure input from students, faculty, and probation staff via online surveys. SCOE staff also met with El Centro parents within the visitor center and via paper surveys handed out by Probation during visitation hours.

Families, students, and staff in SCOE Special Education programs received hardcopy and digital surveys, phone calls, and emails starting in early March 2020 and this outreach continued throughout the summer break. Hard copies of surveys were translated for families and when engaged in family outreach, interpreters were utilized as necessary. At the early stages in the spring, SCOE worked with stakeholder groups to determine device and connectivity sufficiency. SCOE also surveyed students and families about their skill level regarding technology available within specific programs. When Distance Learning started, SCOE worked with all stakeholders to design schedules, communication protocols, and record keeping protocols. As SCOE started winding down the 2019-2020 school year, staff began working with stakeholders to gather feedback on the quality of Distance Learning and how to improve SCOE's process in the future.

[A description of the options provided for remote participation in public meetings and public hearings.]

During the current COVID-19 restrictions, the Sacramento County Board of Education is conducting Board meetings via Zoom video and/or teleconference, with Board members participating from remote locations via video, telephone, or other electronic means. These meetings are accessible to members of the public via Zoom video and/or teleconference. The public may view the Board meetings by computer, tablet, or smart phone by following instructions and links posted on the SCOE website. Members of the public may submit public comments through Google forms via links posted on the SCOE website, or by following instructions for written or phone-in comments posted at the David P. Meaney building and SCOE school sites. Public comments are accepted up to 30 minutes prior to the start of the scheduled Board meeting and are read during the teleconferenced Board meeting at appropriate times.

[A summary of the feedback provided by specific stakeholder groups.]

Prior to the shutdown of in-person learning in March 2020, SCOE sent home three weeks of hardcopy work to each student, as a precaution in the event the schools would close. This gave SCOE time to repurpose on-campus Chromebooks and secure an initial round of hotspots for students. SCOE also used the three weeks to contact students and parents to determine internet access and device availability in each household.

Feedback gathered during the initial month of Distance Learning from students enrolled in the SCOE community schools varied by program:

Senior Extension students, who study within an independent study model, felt the least affected and continued to earn credit towards graduation. Many of these young adults stated that they had engaged in online learning programs in the past, and would rather utilize a personalized Google Classroom delivery model. Many of the young adults in this program, also wanted to utilize textbooks and hardcopy units of study created by SCOE faculty. They stated they missed working with their teachers in-person but were comfortable adapting to the new “full distance learning model”.

The middle school CARE program administrator (hosted on district sites) received feedback from students and parents that students were engaged in the distance learning curricula provided by the host district. Overall parents wanted more student access to SEL support and more engaging assignments. In general, these student and parents had very strong bonds with their teachers and found ways to successfully stay engaged. Many of the families reported that they underreported their need for hotspots and devices. They didn’t anticipate the reality that all children, and often parents, now had to engage in distance learning or remote work. Families’ single internet connection and one or two computers were insufficient for the increased demand for bandwidth and devices.

SCOE faculty received feedback from approximately 50% of parents and families in the initial survey. The team continued to reach out and eventually made contact with 90% of SCOE students and families. Based upon the feedback, SCOE teams set up a socially distanced system for providing work and devices at school sites, or for dropping off materials on the household porch. The parents appreciated this effort and outreach immensely.

SCOE staff continued to work in the Youth Detention Facility for one week after the other SCOE schools closed. During that time the faculty and leadership from El Centro Jr./Sr. High School collaborated with Probation to develop a plan designed to meet the needs of students and the Probation staff. SCOE staff provided hardcopies of instructional materials/assignments and Probation staff served as on-site facilitators of distance learning. A plan to utilize hardcopy packets was developed and continuous feedback was evaluated to fine tune the system around a weekly schedule of work-in and work-out. Eventually the continuous feedback from the Probation staff led to iPads for teacher/student virtual meetings, non-contact meetings with students in the visitor center, and implementing Edgenuity as the online learning platform.

Within the Special Education schools, stakeholder feedback varied. Several themes did emerge when reviewing the data. Sufficient and appropriate technology was an identified concern. When first planning for distance learning many families reported they had adequate devices. As distance learning started across all programs it became apparent that the number of devices, the quality of internet connection, and the ability to use technology were areas of concern. Staff and families had a desire for more connectivity and better devices to improve each student's ability to access information and succeed within the distance learning model.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

SCOE is:

Continuing to expand its inventory of computing and connectivity devices to ensure availability for each student, anticipating enrollment growth, device loss and damage.

Expanding the Social Emotional Learning (SEL) and mental health clinician support provided to each student delivered by faculty and staff, school counselors, mental health clinicians, and partnering non-profit organizations.

Developing expertise in Distance Learning via summer professional development and daily collaboration among faculty and staff. This includes expanded training in Edgenuity and Google Classroom and virtual project-based learning.

Continuing to support student career and college readiness with remote support for employment readiness and college enrollment processes.

Increasing the number of high-quality computing devices for staff delivering Distance Learning. This includes computers with touch screen monitors that can deliver the Zoom Whiteboard platform.

Providing on-going professional development sessions specifically targeting components of delivering high-quality distance learning.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

When the Sacramento County Public Health Officer clears secondary schools to reopen for in-person, reduced cohort size instruction: SCOE teams will ensure social distancing for students and staff on SCOE campuses or in its programs and will offer four days per week of instruction and one day of full distance learning support and parent engagement. The four days of in-person instruction will service two distinct cohorts of students who will engage in-person learning two days per week. SCOE programs housed at school district sites will follow the schedule and cohort models established by the district.

Due to the nature of SCOE programs, including special education, community school programs and court schools, we will individualize instruction to meet each student's needs. We will continue to develop lesson plans specifically designed for each student's academic level while setting realistic yet ambitious goals for their learning.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
SCOE has purchased COVID-19 related safety equipment and cleaning supplies for all school sites.	\$79,256	Y
SCOE has provided extensive professional learning for CCS and Special Education certificated and classified staff in the areas of COVID-19 safety protocols, lesson planning, and instructional planning for appropriate in-person, socially distant instruction, and campus operation protocols.	\$76,940	Y
SCOE has retained all certificated faculty and classified staff to support in-person instruction (when approved by the county health officer) and high-quality distance learning instruction.	\$892,259	Y

## **Distance Learning Program**

### **Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Each student who enrolls in a SCOE program, general education or special education, receives the support necessary to develop a Student Success Plan (general education) or Individualized Educational Program (special education). This commitment to differentiating instruction and curricula for each student helps SCOE faculty focus on assigning work that is appropriate and challenging. This also allows us to ensure that each student has continuity of instruction and learning, whether the student is engaged in a hybrid model of in-person instruction and Distance Learning or full Distance Learning.

During April of 2020, SCOE secured a contract with Edgenuity for an online learning platform. Faculty have received professional development from Edgenuity trainers and the SCOE technology team has linked Edgenuity to the SCOE student information system, PowerSchool. The system now refreshes student enrollment on a daily basis, ensuring that each enrolled student appears within the Edgenuity database of students.

While the online curriculum is ideal for many of SCOE programs, the students who do not have the cognitive and/or physical ability to learn through a virtual platform will be provided hardcopies of their lessons. The primary audience for this method will be SCOE students with moderate to severe disabilities. These students will have a physical copy of the lesson plan and the families will be provided with virtual lessons to support their child at home learning.

### **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SCOE purchased sufficient devices and hotspots for connectivity during the spring of 2020 and is purchasing additional devices and hotspots to cover potential growth in enrollment and loss of devices due to damage. SCOE has also received over 325 donated computers that have benefitted all student programs. SCOE site leaders and the technology department monitor the need for devices and connectivity daily and order additional components as necessary.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Synchronous learning opportunities will be provided daily through whole class with individualized live contact to meet personalized student needs as appropriate. Staff will collect student progress data regarding: established goals, curriculum-based assessments, informal assessments, and through synchronous learning sessions.

Synchronous minutes will be tracked by the teacher facilitating the learning. The time value of student work will be determined by certificated staff by gathering feedback from students and families on how long they worked daily on at home learning assignments. That time will be averaged for students who have similar assignments to ensure that we are giving enough work to all students.

Independent study student progress will be tracked by our established process of establishing a master agreement with students that defines assignments with associated engagement time and credit value. Faculty will engage students on a daily basis.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development sessions will be on-going. The initial focus will center on topics that are necessary for Distance Learning. SCOE has provided sessions on Google Classroom, Zoom, Edgenuity, Distance Learning protocols, Distance Learning best-practices, confidentiality, professional boundaries, mental health during the pandemic, how to conduct virtual meetings and IEPs, and health and safety protocols. We have surveyed and continue to gather feedback from SCOE staff about what trainings would be beneficial for teaching and ensuring student engagement. We have time built into program schedules to allow for a minimum of one hour of weekly professional development for all school staff.

## **Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

All administrators, certificated faculty, and classified staff have new roles for supporting or implementing Distance Learning. This includes the use of Google Classroom, Zoom, Edgenuity, and other remote options for supporting student learning.

SCOE has hired a new Director of Computer Science and Distance Learning to support Distance Learning for SCOE staff and faculty.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

SCOE Administrators and faculty are imbedding best strategies for English Learners in scheduled weekly professional learning and collaboration. During the summer of 2020, faculty engaged in paid professional development that contained modules focused on practices that support English Learners. Additionally, SCOE administrators, faculty and staff will participate in EL RISE! professional learning focused on supporting EL learners in full or hybrid distance learning formats. English learners at all English proficiency levels and at all ages in SCOE programs will receive both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.

In addition to the SCOE English Learner family liaison (part-time), SCOE added additional contracted professional translation services for students and parents/guardians.

Students in SCOE special education programs receive individualized supports per their IEP. Distance Learning is challenging for many students, and it is even more challenging for students with severe disabilities. SCOE is approaching programming with the mindset of, ***whatever it takes***, to make Distance Learning meaningful and engaging for all students. All of SCOE service providers are making regular contact with families and developing virtual lessons for meaningful student participation. When students do not have the ability to operate a computer, their families support them with specialized technology and families are provided with a hardcopy of all lesson plans via U.S. mail.

All students in SCOE special education programs receive an individual Distance Learning plan every month. This ensures regular communication with families as well as regular updates on their progress during Distance Learning. The goals in the plan are based on the student's IEP.

### Foster Youth:

- FYSCP staff conduct a bi-weekly check-in with teachers to ensure youth are completing schoolwork and that teachers are able to contact youth and foster parents regularly.
- FYSCP staff contact students, foster parents, probation officers, or social workers as needed to encourage youth to complete their schoolwork and assist them in problem-solving solutions to obstacles.
- FYSCP staff collaborate with Probation to conduct education intake interviews via phone; obtain all missing transcripts/credits; and conduct AB 167 reduced-credit exemption reviews.
- FYSCP staff assist youth in transitioning to new school sites and follow-up to ensure the youth has enrolled in their new school.

**Homeless Youth:**

- Housing questionnaires and student and parent community resource folders are provided in an electronic form as an accessible resource during Distance Learning. Housing questionnaires are used as a tool for determination of student status. The student and parent community resource folders provide resources and referrals to community service providers.
- Teachers submit an electronic or hardcopy of the housing questionnaire to notify Project TEACH staff of a student who needs to be evaluated to establish if they are homeless. Project TEACH staff will review the questionnaires and interview students when appropriate.
- If a teacher is unable to reach a student who has a gap in attendance or has disengaged in schoolwork, Project TEACH staff will attempt to contact the student and/or parent and connect them to the teacher.
- Project TEACH assists teachers by connecting students to resources and addressing barriers due to homelessness. As supplies allow, Project TEACH provides backpacks, school supplies, and hygiene essentials to SCOE students who identify these needs as a barrier to learning.
- Reduced credit graduation (AB 1806) forms for eligible students are generated electronically and sent to counseling staff at SCOE programs.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

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

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–2021 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

All students enrolled in SCOE court and community school programs are secondary students that transferred from other educational agencies. Establishing English and math proficiency level upon enrollment is standard practice for each SCOE program. Staff will continue to do so remotely. SCOE's new online learning platform, Edgenuity has embedded placement tests for English and mathematics. Each student will take placement exams remotely and faculty will monitor growth over time. Approximately 95% of SCOE work with students in the past focused on reducing loss of learning and we will continue to refine this work via Distance Learning.

### Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All SCOE court and community school students have a team of administrators, faculty, transition specialists, school counselors and mental health clinicians that support individualized student success plans. Students will receive support remotely from each of the above professionals during Distance Learning and in-person while we are engaged in a hybrid model of instruction.

All students will receive and/or engage in the following:

- A Chromebook, laptop or desktop if needed
- An internet connection device if needed
- An Edgenuity account
- A Google account and Google Classroom support
- Standards based instructional materials assigned via their Student Success Plan
- Online assignments and personalized support from faculty and transition specialists in Edgenuity
- Online assignment and individualized support in Google Classroom
- Project Based Learning assignments designed in partnership with Big Picture Learning
- Distance Learning Assignments and support from Career Technical Education teachers
- Support from seven trusted non-profit agencies all focused on SEL support and specific topics such as green careers, entrepreneurship, STEM, computer science and coding workshops, journalism, creative writing, performing arts, and college and career readiness.

SCOE's students enrolled in special education programs all have a team of professionals that are assigned to support their academic program based on the needs in the student's IEP. These professionals include a teacher, a school psychologist, a school nurse, and also may include a speech and language pathologist, occupational therapist, and a teacher of the visually impaired. These professionals work collaboratively to support the student's distance learning progress.

All students in SCOE special education programs receive and/or engage in the following:

- A Chromebook, laptop or desktop if needed
- An internet connection device if needed
- A Google account and Google Classroom support
- Support setting up an at-home learning station that meets the student's needs
- Support for the family setting up a new routine around distance learning
- Individual and whole class lessons
- Lessons designed specifically to meet their individual educational needs
- At-home asynchronous learning activities to provide additional support for their distance learning lessons

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Faculty will communicate with each student daily and will monitor student engagement daily. SCOE will measure the effectiveness of its strategies based on: student completion and proficiency demonstrated in online Edgenuity classes, Google Classroom assignment completion, and completion of Project-Based Learning assignments and standards-based hardcopy assignments. Faculty and staff will monitor growth in academics, career technical skills, career readiness, and student wellness.

Faculty will adhere to timelines of communicating progress to students on a weekly basis, parents on a two-week basis, and assigning formal grades on a quarterly basis.

## **Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

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

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

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

SCOE has supported student mental health and SEL well-being in the past through the efforts of school counselors, non-profit partnerships and through contracts with part-time mental health clinicians. SCOE will hire additional part-time, limited-assignment mental health clinicians to support student wellness during Distance Learning and during hybrid instructional models that blend on-campus and Distance Learning. SCOE faculty will use SEL signature practices to build community and ensure opportunities for students to develop their social and emotional competencies in the distance learning classroom.

The mental health clinicians provide wellness professional development to faculty and staff, teaching wellness protocols that initially benefit faculty, but then are taught to students by clinicians and supported and promoted by faculty to increase student wellness. Mental health clinicians will provide remote support to students via one-to-one sessions, group sessions and in-person during hybrid on-campus instruction.

Non-profit partners support student wellness during the school day, after school, and on weekends. More than ten non-profit partners support SCOE students throughout the school year and seven supported students during the summer of 2020 via a City of Sacramento Summer Learning Initiative.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

**Tier I:** Faculty and staff will contact each student every school day as part of daily instruction and intensive intervention. In the event students or parents/guardians don't engage when scheduled, the teacher will reach out to understand why the student did not attend.

**Tier II:** When students or families do not engage after a normally scheduled class or Zoom meeting, they will receive additional outreach attempts from the site administrator, mental health clinician, transition specialist, or school counselor.

**Tier III:** When contact is not established in Tier I or II, the family will receive an across the porch home visit (with appropriate social distancing protocols) from school management, contracted non-profit support providers, mental health clinicians, and at times, safe school personnel from the San Juan Safe Schools Office. Students in the SCOE court school will receive support in a collaborative effort from SCOE staff, probation staff, and phone conversations with parents.

Spanish-speaking students are supported by Spanish speaking faculty and staff, a Spanish speaking family liaison and a contract with Transcend Translations. Students from families speaking languages other than Spanish are supported by SCOE's contract with Transcend Translations.

Students in Foster Care and students experiencing homelessness will receive additional support at each of the tiers listed above from caseworkers employed within SCOE's Foster and Homeless support departments.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Each student/family receives updated food distribution hub maps and lists, and if necessary, receives phone assistance to ensure access to school district and food bank distribution sites.

During in-person learning all students will receive breakfast, lunch, and snack food as needed via SCOE food service contracts with local school districts.

SCOE also purchases food as appropriate to supplement district provided food service. At times, students arrive late for breakfast or know they won't have enough food for dinner and SCOE supplements individually.

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.86%	\$1,294,157

## Required Descriptions

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

SCOE provides a part time bilingual family liaison to support needs of non-English speakers, and added additional contracted professional translation services for students and parents/guardians to ensure all languages were addressed.

Students in SCOE Special Education programs receive specific supports per their IEP. Distance Learning is challenging for all students, and it is even more challenging for students with moderate to severe disabilities. We are approaching SCOE programs with the mindset of “whatever it takes” to make Distance Learning meaningful for SCOE students. All of SCOE service providers are making regular contact with families and developing virtual lessons for the students. For students where they do not have the ability to manipulate a computer, their families support them with technology and they are also provided with a hardcopy of all lesson plans via US mail. All students in SCOE Special Education programs receive an individual Distance Learning plan every month. This will ensure regular communication with families as well as regular updates on their progress during Distance Learning. The goals in the plan are based on the student's IEPs.

### **Foster Youth Services Coordinating Program Staff:**

- Conducts a bi-weekly check-in with teachers to ensure youth are completing their schoolwork and that teachers are able to contact youth and foster parents regularly.
- Contacts students, foster parents, probation officers, or social workers as needed to encourage youth to complete their schoolwork and assist them in problem-solving any obstacles preventing them from doing so.
- Collaborates with Probation to conduct education intake interviews via phone; obtain all missing transcripts/credits; and conduct AB 167 (reduced-credit graduation exemption) reviews.
- Assists youth in transitioning to new school sites and provides follow-up to ensure the youth has enrolled in their new school.

**Homeless Youth:**

- Housing questionnaires and student and parent community resource folders have been created in an electronic form to be an accessible resource during Distance Learning. Housing questionnaires are used as a tool for identification of students. The student and parent community resource folders provide resources and referrals to community service providers.
- Teachers can submit an electronic or hardcopy of the housing questionnaire to notify Project TEACH staff of a student who needs to be evaluated to establish if they are homeless. Project TEACH staff will review the questionnaires and interview students when appropriate.
- If a teacher is unable to reach a student who has a gap in attendance or has disengaged in school work, Project TEACH staff will attempt to contact the student and/or parent and connect them to the teacher.
- Project TEACH assists teachers by connecting students to resources and addressing barriers due to homelessness. As supplies allow, Project TEACH provides backpacks, school supplies, and hygiene essentials to SCOE students who identify these needs as a barrier to Distance Learning.
- Reduced credit graduation (AB 1806) forms for eligible students are generated electronically and sent to counseling staff at SCOE programs.