



# Sacramento County Board of Education

## Regular Meeting

*Tuesday / July 14, 2020 / 6:30 P.M.*

**PLEASE NOTE:**

**Zoom Meeting**

**<https://scoe.zoom.us/j/99456368174>**

**Primary Number: 669.900.6833**

**Secondary Number: 346.248.7799**

**Meeting ID: 994 5636 8174**

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, July 14, 2020**  
**Regular Session: 6:30 p.m.**

***NOTE: Immediately Preceding the Call to Order***

***The Oath of Office will be administered to the following Trustees  
who were elected at the March 3, 2020 election:***



### **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/99456368174>

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 346-248-7799  
Enter the Meeting ID: 994 5636 8174

Members of the public may submit public comment through a Google form at: <https://bit.ly/scoe-board-7-14-20>. Public comment will be accepted until 6:00 p.m. on Tuesday, July 14, 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.

- III. Organization of the Board of Education for 2020-2021
  - A. Election of President
  - B. Election of Vice President
- IV. Approval of the Minutes of the Regular Board Meeting of June 23, 2020
- V. Adoption of Agenda
- VI. Official Correspondence
- VII. 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.*

- VIII. Superintendent's Report
- IX. New Business
  - A. Adoption of Consent Agenda – David W. Gordon
    - 1. Accept Report on Personnel Transactions – Coleen Johnson
    - 2. Award Diplomas to Community School Students – Dr. Matt Perry
  - B. Approval of Contracts – Tammy Sanchez

## Regular Meeting Agenda – July 14, 2020 – Page 3

- C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget – David W. Gordon
  - 1. \$100,000 Adverse Childhood Experiences (ACEs) Aware grant from Aurrera Health Group, LLC, on behalf of the California Department of Health Care Services for the 2020-2021 fiscal year – Brent Malicote
  - 2. \$134,493 Summer Learning Initiative (SLI) grant from the City of Sacramento Federal CARES Act Funding for the 2020-2021 fiscal year – Dr. Matt Perry
- D. First Reading of Revisions to Board Policy 2400 – Charter School Petitions – Policy Committee
- E. First Reading of Revisions to Board Policy 5141.52 – Suicide Prevention – Policy Committee
- F. Informational Item: Professional Learning Report – Dr. Nancy Herota
- X. Board Reports, Comments, and Ideas
  - A. Board Members
  - B. Board President
  - C. Committees
- XI. Items for Distribution
  - A. July/August Events
  - B. July/August Site Visits
- XII. Schedule for Future Board Meetings
  - A. August 4, 2020 Board/Superintendent Study Session
  - B. August 11, 2020
  - C. August 22, 2020 Board Retreat
- XIII. Adjournment

### Board Agenda Packet

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

**SACRAMENTO COUNTY BOARD OF EDUCATION**

**Minutes of the Regular Meeting of June 23, 2020**

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of May 19, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
  - A. General Public
  - B. Employee Organizations
- VII. Superintendent's Report – Year in Review
- VIII. New Business
  - A. Adoption of Consent Agenda
    1. Accept Report on Personnel Transactions
    2. Award Diplomas to Court School, Community School, and Special Education Students
    3. Accept Donations to SCOE's Information and Communication Technologies (ICT) Hub and Project TEACH
    4. Approval of SCOE's Designated Member Representative to CAERC
  - B. Approval of Contracts
  - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget:
    1. \$712,308 Early Head Start grant from the Sacramento Employment and Training Agency for the 2020-2021 and 2021-2022 fiscal years and Adoption of Resolution No. 20-05
    2. \$3,360,952 California Preschool Instructional Network grant from the California Department of Education/Early Learning and Care Division for the 2020-2021 fiscal year
    3. \$206,892 California Preschool Instructional Network – Region 3 grant from the California Department of Education/Early Learning and Care Division/Federal Migrant Education for the 2020-2021 fiscal year
    4. \$99,800 TEACH California grant from the California Department of Education for the 2020-2021 fiscal year
    5. \$1,243,416 K-12 Strong Workforce Program grant from the California Community College Chancellor's Office (CCCCO) for the 2020-2021 fiscal year
    6. \$329,987 California Statewide Physical Fitness Test grant from the California Department of Education for the 2019-2020, 2020-2021, and 2021-2022 fiscal years
    7. \$4,441,435 21<sup>st</sup> Century California School Leadership Academy grant from the California Department of Education/ESSA: Title II, Part A for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
    8. \$160,906 Foster Youth Services Coordinating Program/Child Protective Services (CPS) Collaborative Project grant from the Sacramento County

Department of Health and Human Services (DHHS) for the 2020-2021 fiscal year

9. \$60,000 Sacramento Adult Day Reporting Center grant from the Sacramento County Probation Department for the 2020-2021 fiscal year
  10. \$3,061,406 Improve and Maximize Programs so All Children Thrive (IMPACT) grant from First Five California for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
  11. \$2,099,139 Geographic Lead Agency System within California's Statewide System of Support grant from the California Department of Education for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 fiscal years
  12. \$61,769 Local Child Care Development Planning Council grant from the California Department of Education/Early Education and Support Division for the 2020-2021 fiscal year
  13. \$654,006 California Student Opportunity and Access Program (Cal-SOAP) grant from the California Student Aid Commission for the 2020-2021 fiscal year
  14. \$6,107,628 California State Preschool Program Quality Rating and Improvement System grant from the California Department of Education for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
  15. \$22,000 CA Student Aid Commission Capital Area Cash for College, Regional Coordinating Organization grant from the California Student Aid Commission for the 2020-2021 fiscal year
  16. \$1,735,758 Quality Counts California, including California Migrant Child Care and Development Program grant from the California Department of Education for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
  17. \$195,000 STEAM Hub – Science, Technology, Engineering, Art, and Mathematics (STEAM Hub) Year 8 grant from the California Department of Education/Expanded Learning and Support Division for the 2020-2021 fiscal year
  18. \$800,000 Placer County Re-Entry Program (PREP) grant from the Placer County Board of Supervisors AB 109 Re-Alignment Fund for the 2020-2021 fiscal year
- D. Approval of the 2019-2020 Budget Revision No. 3
  - E. Public Hearing and Adoption of the 2020-2021 Proposed Budget
  - F. Adoption of COVID-19 Written Operations Report to Community
  - G. Adoption of Resolution No. 20-06 – Authorizing the Temporary Interfund Transfer of Funds
  - H. Adoption of Resolution No. 20-07 to Establish a Private-Purpose Fiduciary Trust Fund to Enable the Sacramento County Office of Education to Operate a Scholarship Program
  - I. Approval of Use of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, in Substitution of Regular Revenue Limit Apportionments
  - J. Award Contract and Authorize Staff to Complete Necessary Requirements for Construction of New Community School
  - K. Award Contracts – Deferred Maintenance and Modernization Projects – Sacramento Community Based Coalition Mather Campus and Sly Park Environmental Education Center

- L. Establish July 14, 2020 as the 2020-2021 Annual Organizational Meeting Date
  - IX. Board Reports, Comments, and Ideas
    - A. Board Members
    - B. Board President
    - C. Committees
  - X. Items for Distribution
    - A. June/July Events
    - B. June/July Site Visits
  - XI. Schedule for Future Board Meetings
    - A. July 14, 2020
    - B. August 11, 2020
  - XII. Adjournment
- 

I. President Lefkovitz called the meeting to order at 4:02 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; Jerry Jones, Executive Director of Technology; and Carla Miller, Superintendent/Board Liaison.

II. Mr. Brown led the Pledge of Allegiance.

President Lefkovitz announced we will now recess the meeting and the Board will convene in Closed Session, Under Government Code Section 54957(b)(1), the Board will meet in Closed Session regarding the Superintendent's Public Employee Performance Evaluation. The Board has provided public notice that the Board will meet in Closed Session for this purpose.

Recessed Open Session at 4:04 p.m.

Convened Closed Session at 4:05 p.m.

Adjourned Closed Session at 5:58 p.m.

The Board reconvened Open Session at 6:30 p.m.

Also present were Nancy Herota, Deputy Superintendent; Brent Malicote, Assistant Superintendent; and other staff via teleconference were Tammy Sanchez, Associate Superintendent; Teresa Stinson, General Counsel; Matt Perry, Assistant Superintendent; Michael Kast, Executive Director; Tim Herrera, Director of Communications; Coleen Johnson, Chief Administrator of Human Resources; and Rachel Perry, Executive Director of C-SAPA.

President Lefkovitz announced that the Board took action in Closed Session to extend Superintendent Gordon's contract through June 30, 2024.

I would now entertain a motion to ratify the extension of the Superintendent's contract.

Mr. Keefer moved, and Ms. Ahola seconded the motion to extend Superintendent's Employment Contract through June 30, 2024. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

III. On a motion by Ms. Davis and seconded by Mr. Fong, the minutes of the Regular Board Meeting of May 19, 2020 were approved. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

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

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

V. There was no official correspondence.

VI.A. Public Comments were submitted by the following:

Jennifer Gray  
Tenille Stewart  
Rachael  
3 anonymous

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



VII. Superintendent Gordon provided the Year in Review report to the Board.

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

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court School, Community School, and Special Education Students
3. Accepted donations to SCOE's Information and Communication Technologies (ICT) Hub and Project TEACH
4. Approved SCOE's Designated Member Representative to CAERC

Mr. Fong commented on 1 and 2. He noticed we have a quite a new number of employees and he wanted to welcome them, those that got promoted, and those that will be leaving SCOE. He pointed out that Carla Miller will be retiring and really appreciated her work and thanked her for the services to the kids and to the Board. He is amazed that 47 students are getting their high school diplomas. It's just another example of a great program that SCOE offers.

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

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

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Samaria Marie Harris, Jaryah Neveah Medina, Jesus Nevarez, Brianna Calise Sapp, Natalia Diaz Ventura, and Jaidyn Lashawn White-Clayton from Cordova Lane Senior Extension; 2 candidates from El Centro Jr./Sr. High School; Nicolas Noah Williams from Elinor Lincoln Hickey Jr./Sr. High School; Rama Dawara, Renee C. Loving, Christian Castro Ortega, Jennifer Ruelas, and Alexia Vasquez from Elinor Lincoln Hickey Senior Extension; Deandre Hall from Gerber Jr./Sr. High School; Ajanae Adams, Adrian Matthew Barragan, Josiah Isaiah Branner, Rosi E. Castaneda Cortes, Tehya-Takera Sanchez De La Fuente, Jacqueline Mendoza Espitia, Julian Gray-Ross, Breana Aleeya Haynie, Ellis Tariq Heidelberg, Raqiya Key, Edgar A. Leon-Ramirez, Meliah O. Martin, Andres Alfredo Morales, Brian De'Mariea Nash, Jonathan Santana, Amit Singh, Al'layah Holly Stone, Lillian Madeline Torres, Esperanza Mia Walker-Camacho, and Araceli Giselle Ahumada Velazquez from Gerber Senior Extension; Andrew Carrion from North Area Community School; and Angelica Christina Ascencio-Gonzalez, Jason Isaiah Auls, Jonathan Enriquez, Ivie Lorraine Hancock,

D'Erika Janae Mitchell, Agustin Ramos, Axel Daniel Becerril Rodriguez, and Kesean D. Williams from North Area Senior Extension.

Michael Kast, Executive Director, announced that the following students will be awarded a diploma: Rodger John Lung, Jr., Kane William Mabrier, and Amaru Wysinger from Leo A. Palmiter Jr./Sr. High School.

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

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

VIII.C. On a motion by Mr. Brown, seconded by Ms. Davis, the Board Authorized staff to submit grant applications/service contracts and accept funding if awarded; and approval of contracts, positions, and other expenditures associated with the grants as outlined in the proposed budgets as follows:

1. \$712,308 Early Head Start grant from the Sacramento Employment and Training Agency for the 2020-2021 and 2021-2022 fiscal years and Adoption of Resolution No. 20-05
2. \$3,360,952 California Preschool Instructional Network grant from the California Department of Education/Early Learning and Care Division for the 2020-2021 fiscal year
3. \$206,892 California Preschool Instructional Network – Region 3 grant from the California Department of Education/Early Learning and Care Division/Federal Migrant Education for the 2020-2021 fiscal year
4. \$99,800 TEACH California grant from the California Department of Education for the 2020-2021 fiscal year
5. \$1,243,416 K-12 Strong Workforce Program grant from the California Community College Chancellor's Office (CCCCO) for the 2020-2021 fiscal year
6. \$329,987 California Statewide Physical Fitness Test grant from the California Department of Education for the 2019-2020, 2020-2021, and 2021-2022 fiscal years

7. \$4,441,435 21<sup>st</sup> Century California School Leadership Academy grant from the California Department of Education/ESSA: Title II, Part A for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
8. \$160,906 Foster Youth Services Coordinating Program/Child Protective Services (CPS) Collaborative Project grant from the Sacramento County Department of Health and Human Services (DHHS) for the 2020-2021 fiscal year
9. \$60,000 Sacramento Adult Day Reporting Center grant from the Sacramento County Probation Department for the 2020-2021 fiscal year
10. \$3,061,406 Improve and Maximize Programs so All Children Thrive (IMPACT) grant from First Five California for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
11. \$2,099,139 Geographic Lead Agency System within California's Statewide System of Support grant from the California Department of Education for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 fiscal years
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13. \$654,006 California Student Opportunity and Access Program (Cal-SOAP) grant from the California Student Aid commission for the 2020-2021 fiscal year
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16. \$1,735,758 Quality Counts California, including California Migrant child Care and Development Program grant from the California Department of Education for the 202-2021, 2021-2022, and 2022-2023 fiscal years
17. \$195,000 STEAM Hub – Science, Technology, Engineering, Art, and Mathematics (STEAM Hub) Year 8 grant from the California Department of Education/Expanded Learning and Support Division for the 2020-2021 fiscal year
18. \$800,000 Placer County Re-Entry Program (PREP) grant from the Placer County Board of Supervisors AB 109 Re-Alignment Fund for the 2020-2021 fiscal year

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

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

VIII.D. Mr. Brown moved and Mr. Fong seconded approval of the 2019-2020 Budget Revision No. 3.

Tammy Sanchez, Associate Superintendent, provided an update on this item.

Motion to approve the 2019-2020 Budget Revision No. 3 carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

VIII.E. Public Hearing and Adoption of the 2020-2021 Proposed Budget

President Lefkovitz announced next, we will conduct the Public Hearing on the Adoption of the 2020-2021 Proposed Budget.

President Lefkovitz opened the Public Hearing at 7:37 p.m.

There were no public comments submitted.

Ms. Sanchez provided a summary of the proposed 2020-2021 Budget and the proposed 2020-2021 State Financial Report.

President Lefkovitz closed the Public Hearing at 7:59 p.m.

Mr. Brown moved, and Ms. Talamantes seconded the motion to adopt the 2020-2021 Proposed Budget. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

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

VIII.F. Ms. Davis moved, and Mr. Keefer seconded the motion to adopt COVID-19 Written Operations Report to Community.

Dr. Perry and Mr. Kast provided a summary of the report.

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

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

VIII.G. Mr. Keefer moved, and Ms. Davis seconded the motion to adopt Resolution No. 20-06 – Authorizing the Temporary Interfund Transfer of Funds. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

VIII.H. Ms. Ahola moved, and Mr. Brown seconded the motion to adopt Resolution No. 20-07 to establish a Private-Purpose Fiduciary Trust Fund to Enable the Sacramento County Office of Education Operate a Scholarship Program. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

VIII.I. Ms. Davis moved, and Mr. Brown seconded the motion to approve Use of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, in

Substitution of Regular Revenue Limit Apportionments. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

VIII.J. Mr. Brown moved, and Mr. Fong seconded the motion to Award Contract and Authorize Staff to Complete Necessary Requirements for Construction of New Community School. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

VIII.K. Mr. Fong moved, and Ms. Talamantes seconded the motion to Award Contracts – Deferred Maintenance and Modernization Projects – Sacramento Community Based Coalition Mather Campus and Sly Park Environmental Education Center. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

VIII.L. Ms. Davis moved, and Mr. Brown seconded the motion to establish July 14, 2020 as the 2020-2021 Annual Organizational Meeting Date. Motion carried 7 ayes, 0 noes, 0 abstention, 0 absent based on the following Roll Call vote:

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

Ms. Talamantes – yes

IX.A. Mr. Keefer thought Tammy did a great job on the budget. Great job team on getting academics wrapped up the year and getting us prepared for next year. He thought President Lefkovitz did a great job with leading these meetings. She transitioned so well and led these meetings in a professional way. He proposed that maybe they start the roll call the other direction. Trustee Talamantes will be last instead of first every time and he will be second to the last.

Ms. Talamantes wouldn't mind Trustee Keefer's suggestion with roll call. Kudos to SCOE staff and Superintendent Gordon for your hard work and dedication to our kids and their families. She appreciates you all very much. She hopes that you take some time to enjoy your families on 4<sup>th</sup> of July and take a little break from all the busy work since March.

Ms. Ahola echoed Trustee Talamantes and she hopes staff gets a reprieve from all the stress and happenings that have been going on and get some time away after the July meeting. Take some PTO and get some rest and relaxation.

Mr. Fong thanked staff and trustees on another wonderful year. He is looking forward to the new environment we are working in. The work at home situation is an adjustment for his regular work and board of education. He does miss seeing some of the people. He hopes that people are staying safe out there and being careful because the newest data that's coming out the younger people that are increasing the percentage of people that's catching this disease. He would hate for anybody to bring it home and affect grandparents with this so he hopes people out there are being careful.

Ms. Davis thanked staff for everything. Also thanked Superintendent Gordon for everything and that was a lovely wrap up of our year, especially in the last couple of months of what we were able to do. She attended Personnel Commission last week and we are still in the process of hiring and that work is moving forward. That is really important. She was able to go with Superintendent Gordon to Sly Park last Thursday while he personally thanked folks who were preparing meals and then to the site to distribute meals and talk to families. That was very encouraging and really nice to do that. She appreciates being a part of it. What a great thing we've been able to do. Thanks to everybody that's been a part of that.

Mr. Brown appreciated all the work that staff has done and the work that Superintendent Gordon has done. Just stay safe and healthy under these circumstances, these very trying times. He golfed with former Trustee Cooley who said he was on the Board for twelve years. Mr. Brown's son and Mr. Cooley at the time worked for probation and started the SAFE golf tournament.

IX.B. President Lefkovitz shared her gratitude to the Superintendent and staff. She apologized for not bringing champagne and cups for everyone. We will have to arrange for that. It's hard to believe it's the end of the school year. She had a chance to be on a listening session hosted by CDE and the Surgeon General for California. It was on the impact of race on students and education. There were four things that the

young people said, 1) wanted to see more implicit biased training, 2) wanted more young people to express themselves and influence the schools they go to, 3) felt strongly about the importance of ethnic studies being adopted and taught throughout our schools, and 4) wanted teachers who looked like them. She knows we will have focus on equity this coming year. She thinks our young people are telling us that's the right thing to do. She a read quote by Mother Teresa, "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." Her hope for all of us is that as Board members, the Superintendent, and staff that we create ripples, waves, and tsunamis to help our education system deliver on what our young people are wanting. All of us can create ripples and they could lead to better things.

Superintendent Gordon thanked the Board for their support over the years and especially with the difficult times we are in. It means a lot for your support and caring and most of all the Board being mission driven to help our kids in the community.

IX.C. There were no committee reports.

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

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

XI. Schedule for Future Board Meetings

A. July 14, 2020 – Annual Organizational Meeting

B. August 11, 2020

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

Ms. Ahola – yes

Mr. Brown – yes

Ms. Davis – yes

Mr. Fong – yes

Mr. Keefer – yes

Ms. Lefkovitz – yes

Ms. Talamantes – yes

The meeting adjourned at 8:40 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 – July 14, 2020

**REGULAR APPOINTMENTS**

| <b>Group<br/>(Mgmt/Cert/Class)</b> | <b>Dept./<br/>Program</b>  | <b>Name</b>                 | <b>Status</b>  | <b>Classification</b>  | <b>Location</b>                        | <b>Effective<br/>Date</b> | <b>Salary<br/>Placement</b> |
|------------------------------------|--|-----------------------------|----------------|--|--|---------------------------|-----------------------------|
| Management                         | Payroll<br>Services  | Lopez, Juanita              | Mgmt.          | Coordinator, Payroll<br>Services<br>8 h/d 5 d/w 244 d/y<br>PC# 200022                          | Payroll<br>Services, Cy<br>Young Bldg. | 06/16/20                  | MT-36                       |
|                                    | Through a competitive process, this individual was<br>selected for a new position which increased her salary<br>by more than \$10,000. |                             |                |  |  |                           |                             |
| Management                         | Administration   | Morris, Deborah             | Mgmt.          | SELPA Administrator<br>8 h/d 5 d/w 224 d/y<br>PC# 200067                                       | Administration                         | 07/01/20                  | MT-38                       |
| Management                         | Administration   | White,<br>Jacqueline        | Mgmt.          | Director II, College &<br>Career Readiness<br>Initiatives<br>8 h/d 5 d/w 224 d/y<br>PC# 200055 | Administration                         | 07/06/20                  | MT-43                       |
| Classified                         | Business<br>Services   | Bari, Muhammad              | Pro-<br>motion | Financial Analyst<br>8 h/d 5 d/w 244 d/y<br>PC# 000161   | Business<br>Services                   | 06/09/20                  | CL-32-A                     |
| Classified                         | School of<br>Education   | Basurto<br>Atteberry, Karen | Pro-<br>motion | Program Analyst<br>8 h/d 5 d/w 244 d/y<br>PC# 200071   | School of<br>Education                 | 07/06/20                  | CL-36-C                     |
| Classified                         | Special<br>Education   | Beatty, Wendi               | Pro-<br>motion | Special Education<br>Program Technician<br>8 h/d 5 d/w 244 d/y<br>PC# 200070                   | Special<br>Education                   | 07/01/20                  | CL-35-C                     |

**TRANSFERS**

| <b>Group<br/>(Mgmt/Cert/Class)</b> | <b>Dept./<br/>Program</b>                      | <b>Name</b>         | <b>Classification</b>                               | <b>From /To</b>  | <b>Effective Date/<br/>Duration</b> |
|------------------------------------|--|---------------------|---|--|-------------------------------------|
| Certificated                       | Senior<br>Extension                            | Presnell, Ashley    | Teacher, Alternative<br>Education                   | North Area<br>Community School<br>to Senior Extension<br>Program   | 2020-2021 School Year               |
| Certificated                       | Itinerant/<br>Infant<br>Development<br>Program | Tenenbaum, Roy      | Vision Specialist, Infant<br>Development            | Vision Specialist to<br>Vision Specialist,<br>Infant Development   | 2020-2021 School Year               |
| Classified                         | Student<br>Programs                            | McTighe,<br>Heather | Court and Community School<br>Transition Specialist | Gerber Community<br>School to Cordova<br>Lane Elementary<br>School | 07/01/20                            |

**LIMITED TERM/TEMPORARY APPOINTMENTS**

| <b>Group<br/>(Mgmt/Cert/Class)</b> | <b>Dept./<br/>Program</b> | <b>Name</b>       | <b>Status</b>        | <b>Classification</b>                | <b>Location</b>   | <b>Effective Date/<br/>Duration</b> |
|------------------------------------|---------------------------|-------------------|----------------------|--------------------------------------|-------------------|-------------------------------------|
| Classified                         | Special Education         | Beatty, Wendi     | Temporary Assignment | Special Education Program Technician | Special Education | 04/15/20-06/30/20                   |
| Classified                         | Special Education         | Seifert, Michelle | Limited Term         | Speech-Language Pathology Assistant  | Special Education | 06/05/20-07/02/20                   |

**SEPARATIONS**

| <b>Group<br/>(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> |
|------------------------------------|-------------|--------------------|-------------------------------------|---|-----------------------|---------------------------|
| Certificated                       | Retirement  | Bernardis, Michael | Program Specialist                  | Infant Development Program – Hiram Johnson            | 11/04/20              | Retirement                |
| Certificated                       | Resignation | Konkel, Kirsten    | Language Speech Hearing Pathologist | Galt/Elk Grove schools                                | 06/30/20              | Resignation               |
| Certificated                       | Resignation | Lee, Melanie       | Teacher, SH                         | Special Education                                     | 06/15/20              | Resignation               |
| Certificated                       | Resignation | Wong, Cassie       | LSH Therapist                       | Northview, George Washington Carver Academy & Sunrise | 06/03/20              | Resignation               |
| Classified                         | Retirement  | Barredo, Dale      | Para Educator                       | Leo C. Palmiter Jr/Sr High School                     | 10/31/20              | Retirement                |
| Classified                         | Retirement  | Caspar, Claudia    | Para Educator – SH                  | Prairie West  | 06/03/20              | Retirement                |
| Classified                         | Retirement  | Franzon, Erika     | Project Specialist II               | Early Learning, DPMC                                  | 08/01/20              | Retirement                |
| Classified                         | Retirement  | Williams, Vicki    | Para Educator                       | Prairie West  | 06/03/20              | Retirement                |

**R E C A P**

|                                    | <b>Management</b> | <b>Certificated</b> | <b>Classified</b> | <b>Total</b> |
|------------------------------------|-------------------|---------------------|-------------------|--------------|
| Regular Appointments               | 3                 | 0                   | 3                 | 6            |
| Transfers                          | 0                 | 2                   | 1                 | 3            |
| Limited Term/Temporary Assignments | 0                 | 0                   | 2                 | 2            |
| Separations                        | 0                 | 4                   | 4                 | 8            |
| <b>TOTAL</b>                       | <b>3</b>          | <b>6</b>            | <b>10</b>         | <b>19</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>    | IX.A.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> | 07/14/20        |

**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

Jerome Butler  
Eric Ortiz

E.L. Hickey Senior Extension

Celestia Yazmin Hernandez  
John Michael McDaniel  
Donelle Lynn Pearson

North Area Senior Extension

Jessica Annette Brooks  
Daniel Cristian Castro  
Jamario Quincy McElmore

**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**  
**July 14, 2020**

**SPECIAL EDUCATION**

**Expenditure**

**The Organized Binder**

Contractor will meet with staff from Leo A. Palmiter and Galt High School to introduce The Organized Binder program. They will work with participating teachers to solve technical issues in each classroom and assist with teacher implementation of the program. Follow-up sessions will serve to check with staff members already using the program, and to train additional faculty members.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Special Education

\$7,000.00

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**Easter Seals Superior California**

Contractor will provide qualified physical therapists and occupational therapists for the purpose of assisting in the provision of facilitated communication, assistive technology, recovery from traumatic brain injury, fine and gross motor skills development, sensory integration therapy, and warm water therapy. Services will be provided to students who qualify for the MOVE project.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Special Education

\$44,500.00

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**Supported Life Institute**

Contractor will provide staff development and training for programs serving students with severe disabilities and autism. In addition, contractor will consult with staff and students regarding additional communication and augmentative technology strategies, communication assessments, and staff development in the area of specialized communication software and devices, as well as training for parents.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Special Education

\$6,000.00

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## **SPECIAL EDUCATION**

## **Expenditure**

### **CCHAT Center, Inc.**

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

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Infant Development Program

\$90,000.00

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### **Leader, Inc. DBA Leader Services**

Contractor will provide billing and related services for the Sacramento County Office of Education's (SCOE) Local Education Agency Medi-Cal billing process. Contractor will also provide training to SCOE staff and provide forms to use in the submission of claims and periodic reports.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Special Education

\$20,000.00

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### **Transcend Translations, Inc.**

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

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Special Education, Court & Community Schools, SEEDS Partnership

\$27,100.00

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## STUDENT PROGRAMS

## Expenditure

### **The HAWK Institute**

The HAWK (Higher Attainment through Wisdom and Knowledge) Institute will provide Sacramento County Office of Education court and community school students with prevention and intervention services, college and career support, and opportunities for community involvement and leadership. Activities will support student completion of career/employment readiness skills, indicated by increased attendance, reduced suspensions, and completion of program defined certifications.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Comprehensive Support and Improvement

\$50,000.00

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### **Green Technical Education and Employment**

Contractor will provide workshops and training opportunities, project-based activities emphasizing clean energy, energy efficiency and environmental trades, and career readiness skill-building through on-site instruction at Sacramento County Office of Education Community Schools.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Comprehensive Support and Improvement

\$25,000.00

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### **Earth Mama Healing, Inc.**

Contractor will focus on Sacramento County Office of Education Community School students whose attendance is below 80%. To improve attendance and promote successful transitions, contractor will utilize their multi-tiered system of support including family engagement strategies and community outreach. Additional direct support to female students and their families will also be provided.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Comprehensive Support and Improvement

\$35,000.00

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### **916 Ink**

Contractor will provide site-based, socially distanced, writing workshops or be linked in through video calls to our Sacramento County Office of Education Court, Community and CARE sites. Students will work to improve reading levels and reach milestones within their student success plan. Students will create a published anthology of their writing.

Renewal

Dates of Service: 07/15/20 – 06/30/21

Source of Funds: Comprehensive Support and Improvement

\$50,000.00

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**CURRICULUM AND INSTRUCTION**

**Expenditure**

**Cambium Learning, Inc.**

Contractor will provide professional development in Language Essentials for Teachers of Reading and spelling (LETRS) for instructional coaches and site leaders. This blended learning series is designed to provide educators with the background, depth of knowledge, and tools to teach language and literacy to all students. The two-day training is designed to complement the LETRS Online course and print participant book. Educators in Sacramento County districts will attend through agreements with pre-selected districts. Fee includes two days of professional development and participant materials.

New

Dates of Service: 01/13/21 – 05/14/21

Source of Funds: English Language Arts \$8,500.00

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**RECAP**

|                                     | <b><u>Expenditure</u></b> |
|-------------------------------------|---------------------------|
| <b>Special Education</b>            | 194,600.00                |
| <b>Student Programs</b>             | 160,000.00                |
| <b>Curriculum &amp; Instruction</b> | 8,500.00                  |
| <b>TOTAL</b>                        | <b>\$363,100.00</b>       |

# SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

## Grant/Contract Proposal Abstract

Agenda Item No.: IX.C.1.

Enclosures: 2

Board Meeting Date: 07/14/20

**Title of Grant/Contract:** Adverse Childhood Experiences (ACEs) Aware

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

**Funding Source:** Aurrera Health Group, LLC, on behalf of the California Department of Health Care Services

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

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

### **Program Description:**

Sacramento County's ACEs Aware communication campaign has a three-pronged approach targeting three audience groups. The primary goal is to educate and support Medi-Cal providers, community partners, and community members to become informed about ACEs, toxic stress, and resources. Messaging type, content, and dissemination methods will vary depending upon audience type. The campaign will be mindful of variations in considering effective communication with healthcare/Medi-Cal providers, community partners (community agencies providing resources and support), and community members (families, individuals, general public).

With the complexity of ACEs, reaching our targeted audiences in creative, yet impactful ways is vital. First 5 and Sacramento County Office of Education (SCOE) will work with a marketing team to create content for print ads, websites, and social media. First 5, SCOE, and partners will utilize existing ACEs Aware content in messaging, presentations, webinars, and short videos. Focus groups of all audience types and county-level leadership will engage to ensure impactful and relevant messaging. Cultural, racial, gender, and family type images and translation of languages will be utilized to maximize connection with Sacramento's diverse population. Sacramento County will train providers and partners through existing collaborative opportunities to provide informative, consistent, reassuring, culturally, and linguistically relevant messages countywide about being ACEs Aware, including supports and resources that are available.

### **New Positions:**

None

### **Subcontracts:**

- First 5 Sacramento and/or a marketing firm to be determined in the amount of \$71,000 to facilitate the creation and marketing of informative, culturally, and linguistically relevant messages countywide about being ACEs Aware, including supports and resources that are available, inclusive of print, website, and social media materials to support the objectives of the Sacramento ACEs Aware communication campaign.



**Evaluation Component:**

- Quarterly quantitative data reports, as specified for each grant type and category
- Narrative progress reports at the mid-point and at the end of the 12-month contract period
- At the end of each quarter of the contract period, Grantee will submit a plan for the following quarter of grant activities to Aurrera Health Group Consulting
- Grantee will submit a summary of each convening/training to include numbers of attendees, summary of the content delivered, and participant evaluation results, within two weeks of each event

**Detailed Budget Attached**

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

|                                     |  |
|-------------------------------------|--|
| Cash Match Total<br>(if applicable) |  |
| Source of Funds for<br>Cash Match   |  |

Funds (check boxes that apply)

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

**Grant Title:** Adverse Childhood Experiences (ACEs) Aware

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

**Fiscal Year:** 2020-2021

| Category                             | Grant<br>Authorized<br>Budget | Cash Match/<br>In-Kind Amount | Total<br>Grant Budget |
|--------------------------------------|-------------------------------|-------------------------------|-----------------------|
| Salaries - Certificated (FTE): 0.11  | 14,197                        |                               | 14,197                |
| Salaries - Classified (FTE):         |                               |                               | 0                     |
| Temporary Employees                  |                               |                               | 0                     |
| Employee Benefits                    | 4,302                         |                               | 4,302                 |
| Books and Supplies                   | 3,588                         |                               | 3,588                 |
| Travel and Conference                |                               |                               | 0                     |
| Subcontracts Not Subject to Indirect | 46,000                        |                               | 46,000                |
| Subcontracts Subject to Indirect     | 25,000                        |                               | 25,000                |
| Other Services / Operating Expenses  |                               |                               | 0                     |
| Communications (postage/phones)      |                               |                               | 0                     |
| Printing Services                    | 2,500                         |                               | 2,500                 |
| Indirect % 8.90                      | 4,413                         |                               | 4,413                 |
| Other:                               |                               |                               | 0                     |
| <b>Totals</b>                        | <b>\$100,000</b>              | <b>\$0</b>                    | <b>\$100,000</b>      |

| Positions included:<br>Title | FTE         | Range/Step | Grant Authorized<br>Amount | Cash Match/<br>In-Kind Amount |
|------------------------------|-------------|------------|----------------------------|-------------------------------|
| Coordinator                  | 0.11        | M36        | 14,197                     |                               |
|                              |             |            |                            |                               |
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|                              |             |            |                            |                               |
| <b>Totals</b>                | <b>0.11</b> |            | <b>\$14,197</b>            | <b>\$0</b>                    |

Revised 07/15

Initials of Grants Financial Staff: HY

Date: 6/19/20

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

**Grant/Contract Proposal Abstract**

|                     |          |
|---------------------|----------|
| Agenda Item No.:    | IX.C.2.  |
| Enclosures:         | 2        |
| Board Meeting Date: | 07/14/20 |

**Title of Grant/Contract:** Summer Learning Initiative (SLI)

**Department/Director:** Court/Community Schools & CTE/Dr. Matt Perry

**Funding Source:** City of Sacramento Federal CARES Act Funding

**Amount Requested:** \$134,493

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

**Program Description:**

On May 26, 2020, the Sacramento City Council allocated Federal CARES Act funding for a Summer Learning Initiative (SLI). The intent of the SLI is to serve students with the most need, implemented through a partnership with school districts or independent charter schools, which are highly encouraged to partner with community-based organizations (CBO). The term of the SLI is July 1, 2020 to August 31, 2020.

**New Positions:**

None

**Subcontracts:**

The Sacramento County Office of Education's (SCOE) proposal includes plans to subcontract with CBOs currently serving our court, community, special education, CARE, or senior extension students. Studio T Arts is a new CBO partner to SCOE, as they provided a no-cost pilot, virtual dance program, to students attending El Centro Jr./Sr. High School this spring. The following CBOs and their relative funding levels are included in the SLI proposal submitted to the City of Sacramento:

- Square Root Academy in the amount of \$20,000 to provide half-day STEM workshops
- Hawk Institute in the amount of \$15,675 to provide career mentoring
- Green Technical Education & Employment in the amount of \$20,000 to provide academic and technical skills workshops necessary for students to succeed in various trades and careers
- Earth Mama Healing, Inc. in the amount of \$20,000 to provide the Pathways to Greatness six-week program which will allow students to successfully navigate towards achieving economic security, physical and mental well-being, and civic responsibility
- 916 Ink in the amount of \$19,418 to provide two series of workshops to promote literacy development, academic engagement, positive peer interaction, and social-emotional development

- Northern California Construction Training in the amount of \$20,000 to provide virtual construction training workshops
- Studio T Arts in the amount of \$19,400 to provide classes in Creative Movement, Emotional Wellness, and Creative Services Training

**Evaluation Component:**

Grantees will be asked to document their efforts for a broader analysis of both distance learning efficacy and the impact that the summer learning initiative had both on academic improvement and social-emotional skill-building after completion of the program.

**Detailed Budget Attached**

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

|                                     |             |
|-------------------------------------|-------------|
| Cash Match Total<br>(if applicable) | 67,499      |
| Source of Funds for<br>Cash Match   | CSI and CTE |

Funds (check boxes that apply)

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

**Grant Title:** Summer Learning Initiative

**Contact Person/Dept. /Phone #:** Matthew Perry, Court/Community Schools & CTE, (916) 228-2507

**Fiscal Year:** July 1, 2020 - August 31, 2020

| Category                             | Grant<br>Authorized<br>Budget | Cash Match/<br>In-Kind Amount | Total<br>Grant Budget |
|--------------------------------------|-------------------------------|-------------------------------|-----------------------|
| Salaries - Certificated (FTE):       |                               |                               | 0                     |
| Salaries - Classified (FTE):         |                               |                               | 0                     |
| Temporary Employees                  |                               |                               | 0                     |
| Employee Benefits                    |                               |                               | 0                     |
| Books and Supplies                   |                               |                               | 0                     |
| Travel and Conference                |                               |                               | 0                     |
| Subcontracts Not Subject to Indirect | 134,493                       | 67,499                        | 201,992               |
| Subcontracts Subject to Indirect     |                               |                               | 0                     |
| Other Services / Operating Expenses  |                               |                               | 0                     |
| Communications (postage/phones)      |                               |                               | 0                     |
| Printing Services                    |                               |                               | 0                     |
| Indirect % 0.00                      |                               |                               | 0                     |
| Other: No Indirect will be charged   |                               |                               | 0                     |
| <b>Totals</b>                        | <b>\$134,493</b>              | <b>\$67,499</b>               | <b>\$201,992</b>      |

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

Revised 07/15

Initials of Grants Financial Staff: sl

Date: 6/19/20 TS

## **SACRAMENTO COUNTY BOARD OF EDUCATION**

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

|   |  |
|---|--|
| <b>Subject:</b> Revisions to Board Policy<br>2400 – Charter School<br>Petitions | <b>Agenda Item No.:</b> IX.D.<br><br><b>Enclosures:</b> 13   |
| <b>Reason:</b> First Reading of Board Policy<br>Revisions                       | <b>From:</b> Policy Committee<br><br><b>Prepared By:</b> Teresa Stinson<br><br><b>Board Meeting Date:</b> 07/14/20 |

### **BACKGROUND:**

Attached are proposed revisions to Board Policy 2400 – Charter School Petitions. All proposed revisions are indicated by strikeouts and bold underlined additions.

The revisions are proposed to align with recent changes in the California Charter Schools Act and to incorporate recommended standards and practices for considering charter school petitions. The revised Board Policy is intended to provide guidance to charter petitioners and school districts related to submission, review, and consideration of new charter petitions, oversight of approved charters, and consideration of charter renewals and revocations.

On June 16, 2020, the Policy Committee reviewed and revised Board Policy 2400 – Charter School Petitions and, by a vote of 2-1, recommended that the revised policy be presented to the Board for First Reading. The Policy Committee reached unanimous consent regarding most proposed revisions to Board Policy 2400, with the exception of the following:

- The level of detail to be included in the Board Policy, specifically, whether it should simply reference statutory citations or include the language of the statute. Ultimately, more detail was included in some provisions (I.A., IV.C., VI.D.) and less in others (IV.A.B.).
- Whether the Board should strive to hold the public hearing and decide a charter petition in one or two meetings.
  - SCOE staff and the majority of the Policy Committee recommend that the Board strive to decide the charter petition in one meeting; and, in order to provide the Board with a more robust opportunity for discussion and deliberation, that charter petitioners, school districts, and their respective employees be provided with a reasonable total time allotment for their respective presentations, without limiting the total public hearing time for parents, students, and other members of the public and community.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent concurs with the recommendation of the Policy Committee that Board Policy 2400 – Charter School Petitions be submitted to the Board of Education for First Reading.

# DRAFT

## 2000 – ADMINISTRATION

### CHARTER SCHOOL PETITIONS

BP 2400

(Page 1 of 12)

#### I. Scope and Purpose

- (a) **A.** This policy recognizes legislative intent, as to the purposes of charter schools, to provide a method to: per Education Code (EC) section 47601.

- 1. Improve pupil learning.**
- 2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.**
- 3. Encourage the use of different and innovative teaching methods.**
- 4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.**
- 5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.**
- 6. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.**
- 7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Education Code (Ed. Code), section 47601)**

- (b) **B.** This policy governs the submission of petitions to the Sacramento County Board of Education (Board) for operation of charter schools under the auspices **oversight** of the Sacramento County Office of Education (SCOE). This policy also governs:

- (1) **1.** Consideration and granting or denial of charter petitions by the Board.
- (2) **2.** Opening and operation of schools under approved charters.
- (3) **3.** Material revisions of an approved charter.
- (4) **4.** Renewal, non-renewal, or revocation of approved charters.



# DRAFT

## 2000 – ADMINISTRATION

### CHARTER SCHOOL PETITIONS

BP 2400

(Page 2 of 12)

(e) **C.** This policy applies to three types of charter petitions:

- (1) **1. Appeals.** Petitions that have been denied by the governing board of a school district in Sacramento County and are subsequently submitted to the Board for consideration, per EG Education Code section 47605(jk)(1).
- (2) **2. SCOE Student Pupil Populations.** Petitions that propose to serve ~~students~~ pupils for whom SCOE would otherwise be responsible for providing direct education and related services, per EG Education Code section 47605.5.
- (3) **3. Countywide Charters.** Petitions to establish a countywide charter school that will operate at one or more sites within Sacramento County to provide instructional services not generally provided by SCOE, and benefit pupils who cannot be served as well by charter schools operating in only one school district, per EG Education Code section 47605.6.

#### II. Petition Submission

- (a) **A.** Through Administrative Rules and Regulations (ARR), the Sacramento County Superintendent of Schools (Superintendent) shall establish procedures for the submission of charter petitions consistent with the requirements of law that address, among other things, the following areas:
- (1) **1.** The requirements for a charter petition.
  - (2) **2.** The ~~petition~~ documents required to complete the petition and to begin ~~before~~ the time period for Board consideration of a the charter petition ~~commences~~.
  - (3) **3.** ~~The deadline for the submission of a charter school appeal.~~ Petition submission procedures.
  - (4) **4.** ~~The changes a petitioner may make to a charter on appeal, including but not limited to, changes needed to reflect the requirements of this policy.~~ Petition review procedures and standards.

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### CHARTER SCHOOL PETITIONS

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- ~~(b)~~ **B.** In keeping with ~~EG~~ **Education Code sections** 47601(b), 47605(h), and 47605.6(i), the Board encourages all charter petitioners to incorporate comprehensive learning experiences for academically low achieving pupils, **and the Board shall give preference to petitions that demonstrate the capacity to do so.**

### III. Petition Review and Consideration

- ~~(a)~~ **A.** Charter petitions shall be reviewed in accordance with the requirements of law, including the Charter Schools Act. This review shall be guided by the criteria set forth in California Code of Regulations (~~CCR~~), title 5, section 11967.5.1 **(as operative on November 23, 2011)** to the extent that the regulations would be pertinent to county offices of education. ~~as follows~~ **The Board will consider the following factors:**
- ~~(1)~~ **1.** Whether a petition is consistent with sound educational practice. ~~(5 CCR 11967.5.1 (a))~~
  - ~~(2)~~ **2.** Whether a petition is an unsound educational program. ~~(5 CCR 11967.5.1 (b))~~
  - ~~(3)~~ **3.** ~~The factors for consideration of w~~**Whether** charter petitioners are "demonstrably unlikely to successfully implement the program" as referenced in ~~EG~~ **Education Code section** 47605(~~bc~~)(2). ~~(5 CCR 11967.5.1 (c))~~
  - ~~(4)~~ **4.** ~~The interpretation of~~ **Whether the petition includes** the affirmation requirements ~~s~~ under ~~EG~~ **Education Code section** 47605(~~bc~~)(4). ~~(5 CCR 11967.5.1 (e))~~
  - ~~(5)~~ **5.** ~~The factors described for consideration of w~~**Whether** a petition ~~does or does not contains~~ a "reasonably comprehensive description" of the elements specified in ~~ED~~ **Education Code section** 47605(~~bc~~)(5). ~~(5 CCR 11967.5.1 (f)-(g))~~

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- (6) **6.** ~~Instead of the criteria in 5 CCR11967.5.1 (f)(15), the~~ **Whether the petition includes a** declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [Chapter 10.7 (commencing with **Government Code** Section 3540, **et seq.**) of Division 4 of Title 1 of the Government Code] **The declaration** shall recognize that SCOE is an exclusive public school employer and that, therefore, the charter school must be a separate exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, unless this requirement is specifically waived by the Board.
- 7. For purposes of Education Code sections 47605(c) and 47605(c)(7), in determining whether granting the charter is consistent with the interests of the community or is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate, the Board shall consider the individualized facts and circumstances presented in the charter petition and by the school district. For example, such individualized facts and circumstances may include, but are not limited to:**
- a. The community that the charter is proposing to serve or where the charter is proposing to locate.**
  - b. Evidence that the community is interested in the charter (e.g., data regarding stakeholder engagement and/or outreach; parent signatures; community letters, surveys, or other evidence of support).**
  - c. Evidence that the charter's proposed academic and other programs are designed or tailored to meet the needs of the community, taking into account school district and/or community demographics, academic needs and/or performance indicators, and/or other characteristics.**
  - d. Evidence that the proposed charter location will be accessible to pupils and parents.**

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e. Evidence demonstrating that the impact of the proposed charter program will or will not substantially undermine existing district services, academic or programmatic offerings.

- This analysis shall include consideration of the fiscal impact of the proposed charter school.

f. Evidence demonstrating that the charter will or will not duplicate an existing district program, and the program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

(i) In determining whether a proposed charter will or will not “duplicate” an existing district program, the Board may consider evidence of:

- whether the district program is comparable in quality to the proposed charter;
- whether and how the proposed charter program differs from the district program;
- unique or innovative instructional approaches that are not currently available in the district or community;
- whether the district program is accessible to all pupils who wish to attend.

8. In determining whether the school district is not positioned to absorb the fiscal impact of the proposed charter school, the Board shall consider the fiscal condition of the school district as specified in section 47605(c)(8). If the charter school is subject to rebuttable presumption of denial, the Board will consider the individualized facts and circumstances presented by the petitioner and the school district to determine whether the presumed denial is sustained or rebutted (Ed. Code, § 47605(c)(8).)

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(7) ~~For purposes of applying the criteria in 5 CCR 11967.5.1, references to “State Board of Education” shall be deemed references to the Board, and references to “school district” and “local education agency” shall be deemed references to SCOE.~~

(8) **9.** For purposes of evaluating countywide charter petitions, references to provisions of ~~EG~~ **Education Code section** 47605 shall instead be deemed to be references to corresponding provisions of ~~EG~~ **Education Code section** 47605.6, **to the extent applicable.**

(b) ~~The Board shall give preference to petitions that demonstrate the capacity to provide comprehensive learning experiences to pupils identified by the petitioner(s) as academically low-achieving. (EG 47605(h) and 47605.6(i))~~

**B. SCOE ARR provisions related to review and consideration of petitions shall include guidance to petitioners as to the factors SCOE staff will consider in determining whether petitions meet applicable standards.**

(e) **C.** In addition to the above requirements, petitions to establish countywide charter schools under ~~EG~~ **Education Code section** 47605.6 must demonstrate the following to be approved:

(4) **1.** The educational services offered are services to a pupil population that will benefit from those services.

(2) **2.** The pupils proposed to be served cannot be served as well by a charter school that operates in only one school district in the county.

(3) **3.** The charter school has a reasonable justification for why it could not be established by a petition to a school district pursuant to ~~EG~~ **Education Code section** 47605.

(d) ~~SCOE ARR provisions related to review and consideration of petitions shall include guidance to petitioners as to the factors SCOE staff will consider in determining whether petitions meet applicable standards.~~

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#### IV Petition Hearing Procedures

- ~~(e)~~ **A.** In the case of an appeal, after the SCOE staff reviews and recommendations are complete, the document(s) shall be made available to the petitioners and to representatives of the district that denied the charter **at the same time or soon after the recommendations are provided to the Board and as required by Education Code section 47605(b).**
- ~~(f)~~ **B.** In the case of a SCOE ~~student~~ **pupil** population petition or a countywide charter petition, after SCOE staff review and recommendations are complete, the document(s) shall be made available to the petitioners and to representatives of every district in the County **at the same time or soon after the recommendations are provided to the Board and as required by Education Code sections 47605.5 or 47605.6.**
- ~~(g)~~ **C.** ~~As set forth in 5 CCR 11967, for a charter appeal or a SCOE student population petition, not later than 60 days after receiving a complete petition package, and following review of the petition at a duly noticed public meeting, the Board shall grant or deny the charter petition. This time period may be extended by an additional 30 days if the Board and the petitioner agree to the extension.~~ **The Board will hold a public hearing, consider, and grant or deny a charter petition within the time periods required by law. (Ed. Code, §§ 47605, 47605.5, 47605.6) The Board will strive to hold the public hearing and decide a charter appeal in one meeting within 60 days of receiving a completed charter appeal. However, the Board may take up to 90 days to issue its decision, depending upon factors such as when the charter appeal is submitted, exigent circumstances, or other factors. The decision date may be extended by mutual agreement of the parties.**
- D.** **At the hearing in which the Board will grant or deny the charter (decision hearing), petitioners shall have equivalent time and procedures to present in response to the SCOE staff's presentation of its recommendations and findings.**
- E.** **For charter appeals, the school district that denied the original charter petition will have a reasonable opportunity to present at the charter decision hearing.**
- F.** **Before the decision hearing, the Board will consult with and notify the parties of a reasonable total time allotment for presentations by petitioner, the school district(s), and their respective employees.**

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~~(h) Countywide charter petitions shall be reviewed and considered within the time periods set forth in EC 47605.6(b).~~

#### **V. Opening, Operating, Accountability, and Oversight**

(i) **A.** Before receiving an advance apportionment or opening and operating a charter school, a charter petitioner that has been approved by the Board shall demonstrate the following:

~~(1)~~ **1.** ~~That it has secured an appropriate facility for the operation of the program described in the charter petition;~~

~~(2)~~ **2.** ~~That it has been accepted as a member of a SELPA for the purposes of providing special education services as required by law. In order to avoid or minimize potential delays, charter petitioners are encouraged to apply for SELPA membership before or at the same time they submit their charter petition to the Board;~~

~~(3)~~ **3.** ~~That it has agreed in writing to provide and be responsible for all special education services required by law and to hold harmless, defend, and indemnify the Board, Superintendent, and SCOE from any liability arising from its responsibility to provide such special education services;~~

~~(4)~~ **4.** **Approval of an acceptable Memorandum of Understanding (MOU) between the charter, Board, and Superintendent that establishes expectations for charter operations, performance, accountability, and oversight.**

~~(5)~~ **5.** ~~That it has satisfied any other conditions that have been approved by the Board, upon recommendation by the Superintendent;~~

**6.** ~~Unless specifically extended by the Board, the petitioner shall satisfy these requirements by July 1 of the school year specified in the Board's approval action, and must be in operation on or before September 30 of the year specified in the Board's approval action.~~

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- (j) **B.** If the petitioner fails to meet the requirements set forth in subdivision (i) **A**, after notice to the Board, the Superintendent on behalf of the Board shall notify the California Department of Education that the school has ceased operations, as required by ~~EC~~ **Education Code section** 47604.32(e)(3).

#### ~~IV. Accountability and Oversight~~

- C.** The **Through the MOU between the charter school, Board, and Superintendent, the** Board shall ensure that the proposed charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include fiscal accountability systems as well as clear performance standards and multiple measures by which the charter school will be held accountable for meeting its educational and other goals for students **pupils**. Charter schools shall provide an annual report, and other reports as requested by the Board, Superintendent, or designee. (~~EC~~ **Ed. Code, §§** 47604.32, 47604.33, 47604.4 and 47613.)

#### ~~VI. Material Revisions of an Approved Charter~~

**Charter petition appeals containing new or different material terms as defined in Education Code section 47605(k), shall be remanded to the school district governing board for reconsideration.**

Material revisions to the provisions of a charter **that has already been** approved by the Board may be made only with the written approval of the Board, and shall be governed by the same standards and criteria that apply to new charter school petitions as set forth in ~~EC~~ **Education Code sections** 47605 and 47605.6.

#### ~~VII. Renewal, Non-Renewal, or Revocation~~

- (a) **A.** Through ARR, the Superintendent shall specify procedures and timelines for charter schools operated under the auspices **oversight** of SCOE:
- (1) **1.** To apply for renewal; or, if applicable,
  - (2) **2.** To be proposed by SCOE staff for revocation.
- (b) **B.** Renewal shall be governed by ~~EC~~ **Education Code section** 47607, **et seq.** and, as applicable, the evaluation criteria set forth in Section III(a) **A.1-6** of this policy, and applicable ARR.



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### CHARTER SCHOOL PETITIONS

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- (e) **C.** If non-renewal is recommended by the Superintendent, the recommendation shall include each reason for non-renewal with the factual findings supporting that reason enumerated.
- (d) **D.** Revocation shall be governed by EC Education Code section 47607, et seq.
1. A charter may be revoked if the Board finds, through a showing of substantial evidence, that the charter school:
- a. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- b. Failed to meet or pursue any of the pupil outcomes identified in the charter.
- c. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- d. Violated any law.
- (e) **2.** “Substantial evidence,” within the meaning of EC Education Code section 47607, shall be evidence that:
- (1) **a.** Demonstrates that the violation was material.
- (2) **b.** Supports revocation when viewed as a whole, ~~including any information that may not support revocation, and does not focus on certain pieces of information to the exclusion of all others~~ in light of all relevant information.
- (3) **c.** Demonstrates that the violation actually occurred.
- (4) **d.** Was not cured by the charter school during its reasonable opportunity to remedy the violation.
- (f) **E.** If revocation is recommended by the Superintendent, the recommendation shall include each reason for revocation with the substantial evidence supporting that reason enumerated.

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#### Legal References:

##### EDUCATION CODE

41365 Charter school revolving loan fund  
44237 Fingerprints and criminal record information  
44830.1 Certificated employees, conviction of a violent or serious felony  
45122.1 Classified employees, conviction of a violent or serious felony  
46201 Instructional minutes  
47600, et seq. Charter Schools Act of 1992  
48000 Minimum age of admission (kindergarten)  
48005.11, et seq. Charter school funding eligibility  
51745, et seq. 51749.3 Independent Study  
56026 Individuals with exceptional needs  
56145-56146 Special Education services in charter schools  
60600-60649 Assessment of academic achievement

##### GOVERNMENT CODE

##### **1090, et seq. Conflicts of Interest in Contracts**

3540, et seq. 3549.3 Educational Employment Relations Act  
54950-54963 Ralph M. Brown Act  
6250, et seq. California Public Records Act  
**81000, et seq. Political Reform Act of 1974**

##### PENAL CODE

667.5 Definition of violent felony  
1192.7 Definition of serious felony

##### **TITLE 2, CALIFORNIA CODE OF REGULATIONS**

##### **18700, et seq. Conflicts of Interest**

##### **TITLE 5, CALIFORNIA CODE OF REGULATIONS, TITLE 5**

11700.1-11705 Independent Study  
11960-11969.11 Charter Schools

##### COURT DECISIONS

Wilson v. State Board of Education (App. 1 Distr. 1999) 89 Cal.Rptr.2d 745,  
75 Cal.App.4<sup>th</sup> 1125

##### ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 52 (1997)  
78 Ops.Cal.Atty.Gen. 297 (1995)  
78 Ops.Cal.Atty.Gen. 253 (1995)

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06/02/03 — Draft of Board Policy  
02/10/04 — Review by Legal Counsel  
02/17/04 — Review by Policy Committee  
02/17/04 — Revisions by Policy Committee  
04/06/04 — First Reading  
04/20/04 — Second Reading  
04/20/04 — Adoption  
04/27/04 — Distribution  
06/16/09 — Review by Policy Committee  
07/21/09 — Review by Policy Committee  
08/18/09 — Draft  
08/18/09 — Review by Policy Committee  
09/15/09 — Review by Policy Committee  
10/20/09 — Review by Policy Committee  
11/17/09 — Review by Policy Committee  
12/15/09 — Review by Policy Committee  
01/19/10 — First Reading  
02/16/10 — Review by Policy Committee  
03/16/10 — Review by Policy Committee  
04/02/10 — First Reading  
04/20/10 — Second Reading and Adoption  
05/10/10 — Distribution  
10/19/10 — Review by Policy Committee  
11/16/10 — First Reading  
01/18/11 — Second Reading and Adoption  
01/20/11 — Distribution  
**06/16/20 — Reviewed by Policy Committee**  
**07/14/20 — First Reading**

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

|   |  |
|---|--|
| <b>Subject:</b> Revisions to Board Policy<br>5141.52 – Suicide Prevention | <b>Agenda Item No.:</b> IX.E.<br><b>Enclosures:</b> 3  |
| <b>Reason:</b> First Reading of Board Policy<br>Revisions                 | <b>From:</b> Policy Committee<br><b>Prepared By:</b> Teresa Stinson<br><b>Board Meeting Date:</b> 07/14/20 |

**BACKGROUND:**

Attached are proposed revisions to Board Policy 5141.52 – Suicide Prevention. All proposed revisions are indicated by strikeouts and bold underlined additions.

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

- Policy changes are proposed to clarify the policy and to reflect current legal standards.

The Policy Committee reviewed Board Policy 5141.52 – Suicide Prevention on June 16, 2020 and recommended that the revised policy be presented to the Board for First Reading.

**SUPERINTENDENT’S RECOMMENDATION:**

The Superintendent concurs with the recommendation of the Policy Committee that Board Policy 5141.52 – Suicide Prevention be submitted to the Board of Education for First Reading.

# **DRAFT**

## **5000 – STUDENTS**

### **SUICIDE PREVENTION**

**BP 5141.52**

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The Superintendent or designee (Superintendent) shall develop measures and strategies for suicide prevention, intervention, and postvention for pupils in Sacramento County Office of Education (SCOE) schools.

Such measures and strategies may include, but are not limited to:

1. Providing staff development on suicide awareness and prevention for teachers, school counselors, and other employees who interact with pupils in **elementary** ~~and the~~ secondary grades and in other SCOE schools, as appropriate.
2. Training staff to encourage pupils to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another pupil's suicidal intentions.
3. Instructing pupils on warning signs of mental health challenges and emotional distress, coping strategies for dealing with stress and trauma, and strategies for seeking help for oneself and others. Age-appropriate pupil instruction may be incorporated into health education or other appropriate curricula.
4. Promoting a positive school climate that enhances pupils' feelings of connectedness with the school.
5. Providing information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for talking to youth about suicide, and/or school and community resources that can help youth in crisis.
6. Creating crisis intervention procedures for addressing suicide threats or attempts.
7. Counseling and other postvention strategies for helping pupils, staff, and others cope in the aftermath of a pupil's suicide.
8. Providing a list of resources and materials for school employees, parents/guardians, and pupils that will identify mental health services and information about when and how to refer children, youth, and families to those services.

As appropriate, these measures and strategies shall specifically address the needs of pupils who are at high risk of suicide, including, but not limited to:

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## 5000 – STUDENTS

### SUICIDE PREVENTION

**BP 5141.52**

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- pupils who are bereaved by suicide;
- pupils with a history of suicide ideation or attempts;
- pupils with disabilities, mental illness, or substance use disorders;
- pupils who are experiencing homelessness or who are in out-of-home settings such as foster care; and
- pupils who are lesbian, gay, bisexual, transgender, or questioning youth.

The Superintendent shall ~~may~~ consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, pupils, local health agencies, mental health professionals, **suicide prevention experts**, and/or community organizations in developing and implementing these measures and strategies. **The measures shall be appropriate for the needs of SCOE pupils, and particularly regarding pupils in grades K through 6, delivered in a manner sensitive to the needs of young pupils.**

~~SCOE employees must act only within the authorization and scope of the employees' credentials or licenses.~~ Nothing in this policy or in the trainings provided pursuant to this policy shall be construed as authorizing or encouraging a SCOE employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so. **SCOE employees must act only within the authorization and scope of the employees' credentials or licenses.**

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#### Legal References:

#### EDUCATION CODE

215 Pupil suicide prevention policies

32280-32289 Comprehensive safety plan

49602 Confidentiality of pupil information

49604 Suicide prevention training for school counselors

|          |                             |
|----------|-----------------------------|
| 01/27/98 | Proposed Draft              |
| 02/03/98 | Revised by Policy Committee |
| 02/17/98 | First Reading               |
| 03/03/98 | Second Reading              |

**DRAFT**  
**5000 – STUDENTS**

**SUICIDE PREVENTION**

**BP 5141.52**  
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|                        |  |
|------------------------|--|
| 03/03/98               | Approved                                       |
| 06/13/17               | Reviewed by Policy Committee                   |
| 07/11/17               | First Reading                                  |
| 08/15/17               | Second Reading and Adoption (Formerly BP 5600) |
| 09/08/17               | Distribution                                   |
| <b><u>06/16/20</u></b> | <b><u>Reviewed by Policy Committee</u></b>     |
| <b><u>07/14/20</u></b> | <b><u>First Reading</u></b>                    |

**SACRAMENTO COUNTY BOARD OF EDUCATION**

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

|   |   |
|---|---|
| <b>Subject:</b> 2019-2020 Professional Learning Annual Report | <b>Agenda Item No.:</b> IX.F.<br><b>Enclosures:</b> 25  |
| <b>Reason:</b> Informational Item                             | <b>From:</b> David W. Gordon<br><b>Prepared By:</b> Dr. Nancy Herota<br><b>Board Meeting Date:</b> 07/14/20 |

**BACKGROUND:**

A major Sacramento County Office of Education (SCOE) priority during 2019-2020 has been to provide high-quality professional learning opportunities for school districts in Sacramento County to ensure that educators engage in continuous professional learning and apply that learning to increase student achievement.

The attached report summarizes the efforts of SCOE staff to support the County's 240,000 students and their respective school districts. Staff from virtually every department and/or division of this county office have contributed to this work, and this report offers details on the professional learning and technical assistance services provided during the 2019-2020 school year.



2019-2020



# Professional Learning Annual Report



# Introduction

Professional learning is a critical investment among educators seeking to improve student learning outcomes. The Sacramento County Office of Education (SCOE) is committed to providing quality professional learning guided by *The Superintendent's Quality Professional Learning Standards* (California Department of Education, 2015). To support systemic change, SCOE recognizes that professional learning based on proven effective strategies will lead to a high-quality program that will produce improved and sustainable outcomes for students.

In March 2020, school districts across the state closed in response to the novel coronavirus pandemic (COVID-19). Educators at all levels had to learn how to work differently in these times of social distancing. SCOE began its transition to reimagine the professional learning offerings from a face-to-face experience to a virtual experience. The goal was to create a digital venue with which we can continue to push improvement forward for the districts we serve.

The number of professional development offerings and participants served\* was impacted by COVID-19. SCOE departments continue to collaborate with districts to determine the best course of action for completing the professional learning activities previously planned. Due to social distancing protocols, some districts have opted to postpone events until school campuses reopen. Whenever possible, virtual trainings were provided to engage participants remotely.

With this in mind, SCOE's professional learning opportunities include these activities:



## WORKSHOPS/TRAININGS/CONFERENCES

Workshops/Trainings/Conferences are events where SCOE is presenting and facilitating the professional development or notable guest speakers present.



## LEARNING COMMUNITIES

Learning communities involve meetings focused on a particular topic facilitated by SCOE staff. This includes networks, Communities of Practice (CoPs), and Professional Learning Communities (PLCs).



## DISTRICT/SITE SUPPORT

District and site support is provided by SCOE staff. Support may include coaching, mentoring, administrator walk-throughs, lesson study, academic conferences, collaboration support, program monitoring, consultation, and/or technical assistance.

The Professional Learning Annual Report highlights:

1. A summary of the professional learning opportunities\* offered by SCOE departments (p. 2).
2. Illustrative examples that highlight specific programs or practice in each of the three areas described above (pp. 3–21).

\*2019–2020 number of professional development offerings and participants served was impacted by COVID-19.

# 2019–2020 Professional Learning Opportunities

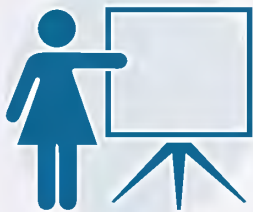
**27,430 served\***

16,601 teachers  
5,135 site administrators  
3,289 support staff  
2,405 other roles

**63%**  
within  
Sacramento  
County

**37%**  
outside of  
Sacramento  
County

**1,648 days\***  
of training  
and support  
**766 events\***



## WORKSHOPS

**17,145 attendees**

**573 days**

**360 events**

## 18 notable speakers

including Sharroky Hollie, Ricky Robertson, Donna Porter, DJ Batiste, Amber Warner, Peter Dewitt, and Victoria Romero as part of the SCOPE Speaker Series, Dora Dome on equity and reducing suspensions and expulsions, and Steve Constantino as the Family and Community Engagement (FACE) Summit Keynote.



## LEARNING COMMUNITIES

**1,493 attendees**

**71 days**

**49 events**

## 22 Learning Communities supported

by the Sacramento County Office of Education (SCOPE) team, including equity, bilingual education, English learners, assessment, mental health, social-emotional learning, early learning, and content subject areas.



## DISTRICT/SITE SUPPORT

**8,762 attendees**

**1,004 days**

**357 events**

Departments providing on-site support to schools and districts include

**Curriculum and Instruction,  
Planning and Improvement,  
Early Learning, Advancement Via  
Individual Determination (AVID),  
Career and Technical Education (CTE),  
and Foster and Homeless Youth.**

\* 2019–2020 number of professional development offerings and participants served was impacted by COVID-19.



# Illustrative Examples

Providing quality professional learning is essential to supporting districts and schools in Sacramento County. Evaluation of our work is key to staying on track and for continuous improvement. Feedback forms are utilized to gain insight on the quality of SCOE client experience and to identify avenues for improvement. SCOE feedback forms include a combination of open-ended questions and questions based on a Likert 1-4 scaled response.

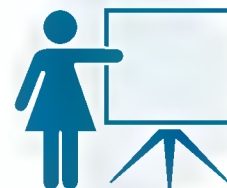
Overall, the feedback has been positive with Likert-scaled responses averaging 3 points or higher. Qualitative methods, such as

feedback forms, client-provider dialogue, and participation data continue to support the efficacy of SCOE's services. Illustrative examples also yield helpful insight into the impact and effects of the services facilitated. Furthermore, the growing demand for more professional learning and technical support demonstrates the high-quality service SCOE departments have been providing to support schools and students.



# Workshops

## IBELONG: INCLUSION BUILDS EARLY LEARNING OPPORTUNITIES FOR NEW GROWTH



### *Description*

The California Department of Education (CDE) awarded the Sacramento County Office of Education (SCOE), in partnership with the El Dorado County Office of Education (EDCOE), the opportunity to co-lead the regional implementation of the Inclusive Early Learning and Care Coordination Program to support Alpine, Colusa, El Dorado, Sacramento, Sutter, and Yuba Counties. The program, known as IBELONG—Inclusion Builds Early Learning Opportunities for New Growth—is a 16-month grant administered from April 2019–June 2020 with one-time funding. IBELONG created a service delivery structure that brought technical assistance and professional learning in close proximity to the locations where early learning programs operate. The goal was to provide professional learning and targeted assistance to expand inclusive early learning opportunities for children from infancy through age five. The primary audience included district/site leaders and educators, from both general education and special education, serving children (infancy through age five) in state-funded, Title 1, and Head Start programs.

The IBELONG program was designed to deliver a comprehensive approach to joint professional learning for special education and general education teaching staff and administrators. Joint professional learning activities included: a two-day Summer Academy offered in two sessions, Communities of Practice held across three service planning areas that support the six participating counties, targeted technical assistance and coaching, and ongoing professional learning. Professional learning encompassed topics such as: the power of inclusion, universal design for learning, communicative competence strategies, social emotional strategies and support utilizing the California Teaching Pyramid, understanding behavior through the growing brain, and more.

Measures of success included increased or enhanced coordination and provision of resources or adaptive equipment, professional learning, certifications or licenses, assessment or evaluation tools and licenses, training for parents and families, and behavioral specialists or mental health professionals.



## ***Rationale***

SCOE was awarded an inclusion grant as part of the CDE's statewide efforts to develop and expand inclusive early learning and care programs for students with disabilities. The one-time funding opportunity was created in response to Assembly Bill (AB) 1808 (Chapter 32, Statutes of 2018) which established the Inclusive Early Learning and Care Coordination Program (IELCCP) as a grant program for county offices of education. The goal of this grant was to increase access for young children birth to five years old to inclusive early learning and care programs.



A primary objective of the IBELONG Program is to assist counties with addressing the program improvements needed in their county-specific performance indicators. An ongoing need in the region is to create greater coordination among all early learning and care service systems in order to strengthen and better equip all partners to better serve all children, including students with disabilities. The program emphasizes serving ALL children regardless of the type or severity of their disability. Professional learning and technical assistance opportunities offered in close proximity to locations where early learning programs operate, increases access for providers to participate. The foundation for building provider capacity, first requires building competency and understanding, which is why the program was designed to offer a strong professional learning and support model.

## ***Impact***

The IBELONG program provided system-wide supports and strategies, technical assistance, and professional learning on effective, evidence-based strategies designed to expand access and participation in inclusive early learning and care settings by increasing staff competencies and confidence. Through joint activities coordinated by SCOE, over 500 professionals have been served through professional learning and/or technical assistance. The IBELONG Summer Academy served a total of 194 administrators, teachers, and paraprofessionals/instructional assistants during the two-session event. Three regional Communities of Practice served over 106 participants who then taught/facilitated inclusion strategies to over 250 additional participants within their services planning areas. Representatives from all six of the counties served under this grant participated in one or more of the following:

“ One change that I will make in my work is to be more inclusive of students with and without a disability. I want to learn how to change my lens and see my students as having great potential. I want to set high expectations for my students regardless of what background they come from. ”

– Teacher

Summer Academy, Communities of Practice, targeted technical assistance and coaching, and ongoing professional learning. Attendees received an online survey after each activity and results were used to assist with planning future Communities of Practice. The Community of Practice model utilized through IBELONG encouraged participants to share, teach, and facilitate learned inclusion strategies to their programs in their local communities, thus expanding and furthering the impact of the professional learning.

### ***Lessons Learned and Next Steps***

A lesson learned is the need for continued professional learning centered around inclusive practices. Most frequently mentioned was the need for more professional learning surrounding student behavior, *specifically strategies to use when dealing with disruptive behaviors with children with special needs*. Additionally, districts need more substitutes available in order to send teams of teachers to the professional learning offered during the school day. Ninety-one percent preferred to attend during work hours. Substitute reimbursements were offered, but often there were not enough substitutes available in certain districts. Very few teachers and administrators took advantage of the coaching support that was offered and instead chose to attend in-person professional learning sessions.



# SUMMER OF COMPUTER SCIENCE (CS)

## Description

The Summer of Computer Science (CS) is a week-long intensive computer science professional learning event for teachers, counselors, and administrators. During the week, teachers have the opportunity to learn how to teach a grade-specific computer science curriculum that is aligned with California Computer Science Standards. Counselors and administrators receive training to help them better understand computer science and the important role it plays in the students' future economic success. The Summer of CS is open to all educators in California.

| 2019 Summer of CS Course Offerings |   |  |
|------------------------------------|---|--|
| Grades                             | Course Name                                       | Training Days Required                     |
| K-6                                | Computer Science Fundamentals and Google CS First | 2 days                                     |
| 7-8                                | Computer Science Discoveries                      | 5 days +<br>4 follow-up academic workshops |
| 9                                  | Exploring Computer Science                        | 5 days +<br>4 follow-up academic workshops |
| 10-11                              | Computer Science Principles                       | 5 days +<br>4 follow-up academic workshops |
| ALL                                | Counselors 4 Computing Workshop                   | 1 day                                      |
| ALL                                | CS for CA Administrator Equity Workshop           | 1 day                                      |
| ALL                                | Equity Lunch                                      | Lunch with speaker panel                   |

## Rationale

The following data drove the rationale behind Summer of Computer Science (CS):

- Only 43% of high schools in California offer computer sciences courses.
- Low-income students are less likely to have access to computer science courses at their schools, and therefore less likely to complete computer science courses.
- The number of African-American, Hispanic, and female students enrolled in computer science courses is extremely low.
- Sacramento County needs to increase the number of computer science courses offered.

Source: Kapor Center Analysis of California Department of Education, DataQuest course data (2016–17) and public high school enrollment data (2017–18); includes all active high schools serving grades 9–12, excluding Regional Occupation Centers and programs.





## Impact

Every middle and high school teacher that attended was preapproved by their principal to teach at least one section of computer science during the 2019–2020 school year. That means at least 2,000 students now have the opportunity to take a computer science class at their school. Elementary teachers learned to teach computer science using computers and “unplugged” activities. They also created plans to integrate computer science into their existing curriculum.

Teachers came from all over California, and there was a group of educators from Chicago Public Schools.

| Summer of CS Attendees     |                |
|----------------------------|----------------|
| Description                | # of Attendees |
| Elementary School Teachers | 18             |
| Middle School Teachers     | 19             |
| High School Teachers       | 47             |
| Counselors                 | 32             |
| Administrators             | 21             |
| Other Stakeholders         | 34             |
| <b>Total</b>               | <b>171</b>     |

“Hands-on curriculum training and ongoing support from the Summer of CS have given me a firm foundation and confidence to support ALL students in learning computer science. Because counselors and administrators from our district participated as a team, we can more holistically advocate for CS in our schools.”

– Lilibeth Mora, Elk Grove USD

## Lessons Learned and Next Steps

After reviewing Summer of CS evaluations, the following items were identified for improvement:

- Registration process needs improvement. Teachers were frustrated with Go Sign Me Up. Since this event is free of charge (grant funded), we will use an alternative sign-up method (such as a Google form) in the future.
- What happens after CS Principles? We need to add at least one more high school class to the course offerings. (Two courses are currently being investigated.)
- More space is needed for breakout sessions. Add Bunker Conference Room to the room reservation list.
- What else can we offer? Consider adding short-term training courses such as Cybersecurity and Cisco to the list of course offerings.



# Learning Communities

## SCOE BILINGUAL TEACHER PROFESSIONAL DEVELOPMENT PROGRAM COMMUNITY OF PRACTICE



### *Description*

The SCOE Bilingual Teacher Professional Development Program Community of Practice (BTPDP CoP) is a collaborative convening of paraeducators, teachers, and site and district leaders from seven local districts including Elk Grove USD, Folsom Cordova USD, Galt JESD, Natomas USD, Robla SD, Sacramento City USD, and San Juan USD along with representatives from SCOE, CSU Sacramento, Loyola Marymount University (LMU), and West Ed. The goal of the BTPDP CoP is to support achievement of the long-term outcomes of the grant as well as to develop regional capacity to support the achievement of all language learners. The BTPDP CoP connects the professional learning of teachers participating in the bilingual authorization coursework for Spanish and Hmong at CSU Sacramento and the Teaching Academic Spanish/Mandarin in Grades Pre-K through 12 at Loyola Marymount University to the regional and district efforts to support biliteracy and bilingualism for English learners and all language learners.

Throughout 2018–2019 and 2019–2020, the BTPDP CoP met six times with sessions developed to support teacher, school and district leadership’s capacity to implement and sustain high-quality bilingual and dual-language practices through the Community of Practice model. Using the framework of the Global California 2030 Initiative and the English Learner Roadmap, the BTPDP allowed each district to use knowledge and resources from the regional community to support their unique needs and next steps in meeting their vision for increased multiliteracy.

### *Rationale*

The BTPDP grant’s primary goal is to increase the number of teachers who obtain a bilingual authorization and teach in a bilingual or multilingual setting. The program was established to ensure that California can meet the demand for bilingual teachers necessary for the implementation of dual language and other bilingual education programs as authorized by Proposition 58, known as the CA Education for a Global Economy



(CA Ed.G.E.), and supported by the English Learner Roadmap, and the Global California 2030 Initiative. A key element of Proposition 58 is to expand the number of language acquisition program offerings for all students. Currently, five of the thirteen Sacramento County districts offer bilingual education programs. Given that English learners are a significant student group in the Capital region, the BTPDP grant provides the venue to expand program options, develop capacity of teachers and administrators, and build upon language learners' linguistic and cultural assets.

## Impact

The greatest success is the creation of a cross regional community of practice focused on the work of developing capacity for bilingual education and biliteracy for all language learners. The work of the BTPDP developed increased awareness of the benefits of biliteracy and bilingualism, the means by which biliteracy and bilingualism support a global economy, and a greater understanding of the assets all language learners bring to education. Additionally, districts have deepened their capacity to support existing bilingual/dual immersion programs and the knowledge to increase their effectiveness. Districts without formal bilingual programs have gained the knowledge to begin planning toward or implementing dual immersion programs. At the teacher and paraeducator level, the program has further developed their advocacy, confidence, and capacity for supporting and advocating for bilingual education while more effectively supporting all language learners in the classrooms they serve. All BTPDP CoP participants gained knowledge to more effectively support every language learner within bilingual and Structured English Immersion programs.

Participant feedback from the Year 2 Community of Practice includes the following:

- "Thank you for the experience and the confidence you have in us. I really appreciate the opportunity to grow as an educator and advocate for students.

I am really enjoying the connections I am making and the time to be with the participants. It really motivates me to keep moving forward."

| BTPDP Community of Practice Participants |           |                                   |
|--|-----------|-----------------------------------|
| Partner/Organization                     | Year 1    | Year 2<br>(data through 12/04/19) |
| Elk Grove USD                            | 16        | 15                                |
| Folsom Cordova USD                       | 4         | 5                                 |
| Galt Joint ESD                           | 10        | 11                                |
| Natomas USD                              | 3         | 8                                 |
| Robla SD                                 | 12        | 8                                 |
| Sacramento City USD                      | 17        | 13                                |
| San Juan USD                             | 15        | 13                                |
| WestEd                                   | 1         | 1                                 |
| CSU Sacramento                           | 2         | 1                                 |
| Sacramento County Office of Education    | 6         | 3                                 |
| Loyola Marymount University              | 0         | 0                                 |
| Other                                    | 0         | 3                                 |
| <b>Total Participation</b>               | <b>86</b> | <b>81</b>                         |

### BTPDP University Participation by District/University

| <b>CSUS College of Education: Spanish/Hmong Bilingual Authorization Candidates</b> | <b># of Participants</b> | <b>Loyola Marymount University: Teaching Academic Mandarin/Spanish in Grades PreK-12</b> | <b># of Participants</b> |
|--|--------------------------|--|--------------------------|
| Elk Grove USD  | 8                        | Elk Grove USD  | 4                        |
| Folsom Cordova USD   | 3                        | Folsom Cordova USD   | 3                        |
| Galt Joint ESD   | 0                        | Galt Joint ESD   | 5                        |
| Natomas USD  | 0                        | Natomas USD  | 6                        |
| Robla SD   | 3                        | Robla SD   | 8                        |
| Sacramento City USD  | 2                        | Sacramento City USD  | 5                        |
| San Juan USD   | 0                        | San Juan USD   | 10                       |
| Other*   | 2                        | Washington USD   | 5                        |
| Total District Participation   | 18                       | Other*   | 2                        |
| CSUS Preservice Teachers   | 48                       | Total District Participation   | 48                       |
| Estimated # of Completers  | 66                       | Estimated # of Completers  | 48                       |

\* Visions in Education, St. Hope Public School

- “Thank you for the opportunity to share our projects! I really enjoyed last week’s Community of Practice! It was well organized, relevant, and interesting. I left feeling quite encouraged about looking into creating a ‘pathway’ to bilingual education, as per Graciela’s suggestion. Again, thank you for the opportunity to participate in this community of practice!”
- “I also really like my classmates, and I like that the focus of the classes is centered around equity for English Learners and lastly that all of the classes are in high-level Spanish. I have noticed that my confidence in writing essays in Spanish and reading articles about linguistic research in Spanish has increased dramatically from pushing myself this semester.”





## ***Lessons Learned and Next Steps***

Through all components of the BTPDP, SCOE learned that there is great need and interest within the Capital Region to expand language acquisition program offerings for all students. Additionally, we learned that there continues to be a consistent need to support school leaders understanding of best practices to support language learners in achieving biliteracy and bilingualism as well as continued professional learning and support of resources for classroom teachers and paraeducators to maximize achievement of all language learners. The BTPDP grant provided SCOE the opportunity to respond to the need.

The community of practice model supported collaboration and resource sharing across the Capital Region, from district to district and classroom to classroom. Additionally, the model supported a systems approach aligning practice and input from the classroom level, school level, district level, county level, and university and nonprofit research and community organizations.

The collaborative approach across varying systems and levels provided a breadth of knowledge, experience and input that pushed the learning and development of each member and organization within the community. There is an ongoing need to support a regional model that will continue to expand regional capacity and learning to meet the growing needs for language development and multiliteracy.



# EQUITY: REDUCING SUSPENSIONS AND EXPULSIONS

## **Description**

The Sacramento County Office of Education has partnered with Dora J. Dome, Esq. to provide a unique, comprehensive professional learning experience that incorporates a series of workshops and a learning community to support educational leaders. The goal is to reduce suspensions and expulsions with special attention to how to conduct those processes in adherence with the law and with the utmost respect for students and their families.



The Equity workshop series facilitated by Dora J. Dome, Esq. is highly interactive and provides an update on any changes to California's Education code pertinent to student discipline and focused lessons on aspects of student discipline that persist as challenges in our region. This year's training provided a deep dive into appropriate expulsion process with even more focus on the process of bringing students back into school districts after the term of an expulsion is complete. Dora J. Dome, Esq. also led a session that provided a role play of an administrative hearing with scenarios for teams of educators to tackle.

SCOE also worked with Dora to schedule office hours for districts, so each district team could receive direct assistance in a private session. This innovative approach has deepened the learning in our community that is committed to addressing educational equity throughout the county. SCOE is so appreciative of Dora's willingness to adapt her workshop style to meet the needs of our educational leaders.

## **Rationale**

Last year, Sacramento County school districts worked diligently to reduce suspensions and the disproportionate discipline applied to young people of color in the region. Overall, the county made progress in the above areas, and we wanted to focus on appropriate process.



This year, we worked to establish a shift that improved districts' and SCOE's relationships with expelled students, encouraging all parties to focus on achievement while the student is expelled. The goal is to shift the rehabilitation planning process to establishing meaningful objectives that relate to the infraction, while avoiding requirements that are not related to the infraction and behaviors that warranted the expulsion.

## ***Impact***

This year's training attracted approximately 158 participants which included four sessions. School administrators and counselors from across the Capital Region attended. Small districts were particularly appreciative.

There has been consistent improvement across Sacramento County in district Board engagement in the post-expulsion, re-admittance to school process. Additionally, the focus of rehabilitation plans has improved as have the "return to district" meetings with placement officers.

## ***Lessons Learned and Next Steps***

We plan to have Dora J. Dome, Esq. replicate this year's training as the Education Code updates are essential, and the limitations placed on Administrative Hearings due to COVID-19 restrictions provide an additional challenge for school administrators.

In addition, we are planning sessions that begin to broker a collective approach to student discipline that includes Public Defender, District Attorney, local Law Enforcement, and school district collaboration. Dora has facilitated this approach in other counties, and relationships with students and families have improved, and suspensions and expulsions have decreased.



# District and Site Support

## PROFESSIONAL LEARNING AND DISTRICT AND SITE SUPPORT FOR CENTER JOINT UNIFIED SCHOOL DISTRICT

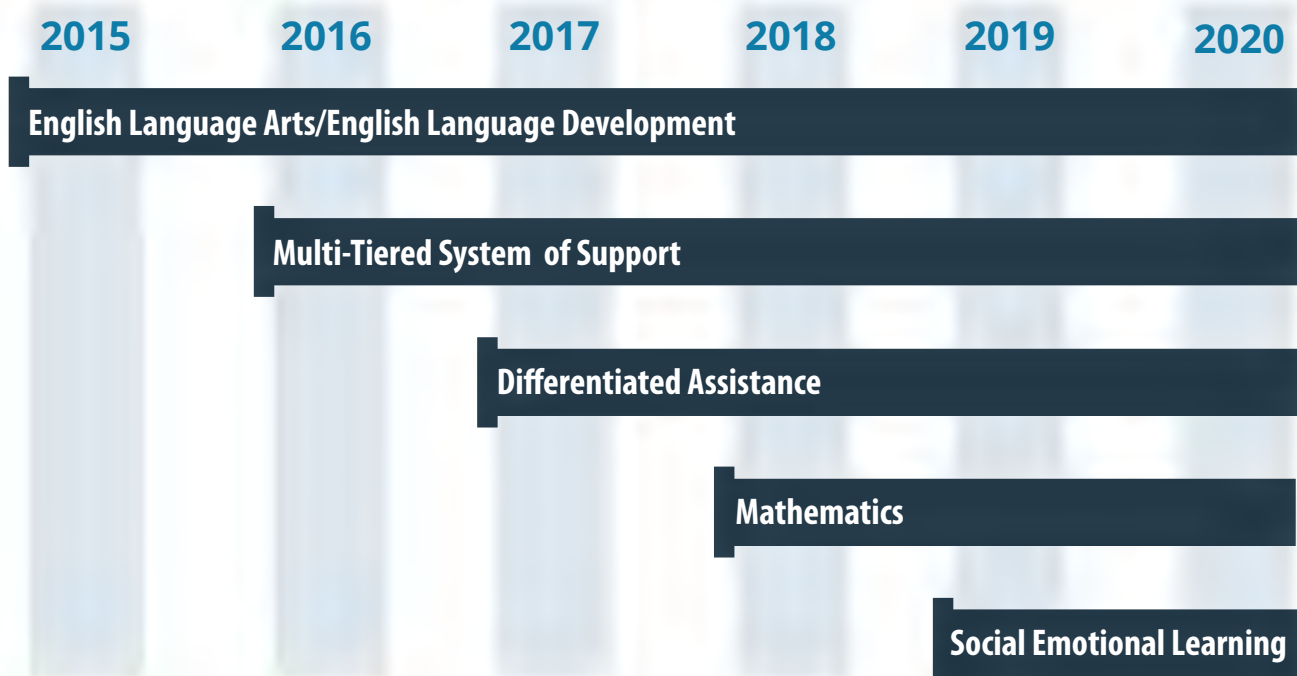


### *Description*

The Curriculum & Instruction Department (C&I) at SCOE has partnered with Center Joint Unified School District (CJUSD) in numerous areas to support their work in educating the whole child. The work started during the 2015–2016 school year by providing support in English language arts at one school site. As the work unfolded, it became clear that a district-wide plan would have a greater impact on improving student achievement.

In 2016, CJUSD embarked on developing a district-wide plan that uses a systems approach focused on implementing a Multi-Tiered System of Support (MTSS). Over the past five years, SCOE's support has expanded substantially into other content areas, to additional school sites, and with a wide range of CJUSD staff. More recently, through the Differentiated Assistance (DA) process, CJUSD has refined their focus to ensure that all students have access to a meaningful system of preventative practices, supports, and resources in order to effectively engage in the educational setting. The following graph and table illustrate the evolution and expansion of the CJUSD and SCOE partnership.

### SCOE's Content-Area Support to CJUSD, 2015–Present





## Overview of Services to Center Joint Unified School District

| Focus Area/<br>Timeframe  | Audience   | Description of Services   |
|---|--|---|
| English<br>Language<br>Arts/English<br>Language<br>Development<br>(ELA/ELD)<br>2015–present | <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Administrators</li> <li>• All TK–6 Teachers, including Special Education, Intervention, and ELD</li> <li>• Selected 7–12 Teachers</li> </ul> | <p>Services started as site-based coaching and support at selected sites and grew to include district-wide training for all TK–6 teachers and selected 7–12 teachers, a TK Network, and a cadre model with lead teachers from each site. Cadre was so successful a second cadre was added.</p> <p>Professional learning topics include:</p> <ul style="list-style-type: none"> <li>• ELA standards, curriculum frameworks, use of instructional materials, evidence-based pedagogy</li> <li>• High-Quality First Instruction (HQFI) series</li> <li>• ELD standards, Integrated/Designated ELD; ELD Toolkit of Strategies</li> <li>• Data exploration of California Assessment of Student Performance and Progress (CAASPP) summative assessment data and support for administration and use of Smarter Balanced interim assessments.</li> <li>• Curriculum and assessment mapping</li> </ul> |
| Multi-Tiered<br>System of<br>Support (MTSS)<br>School Level<br>2016–present                 | <ul style="list-style-type: none"> <li>• District MTSS Team</li> <li>• All sites</li> <li>• Oak Hill Elementary and Center High School</li> </ul>  | <ul style="list-style-type: none"> <li>• Partnered with District in attending California Scale-Up MTSS Statewide (SUMS) trainings</li> <li>• Facilitated Fidelity Integrity Assessment (FIA) at all sites</li> <li>• Differentiated Assistance (DA) lead coordinating work on the statewide, site-based implementation grant</li> <li>• MTSS Framework publishing and roll-out support</li> </ul>   |
| Differentiated<br>Assistance (DA)<br>2017–present   | <ul style="list-style-type: none"> <li>• District Cabinet and Leadership</li> </ul>  | <ul style="list-style-type: none"> <li>• Facilitated data exploration and continuous improvement sessions with district DA team</li> <li>• 2018–19: 1 session at SCOE and 4 in CJUSD</li> <li>• 2019–2020: 2 sessions so far this year</li> <li>• MTSS Framework publishing and roll-out support</li> <li>• Leadership data exploration facilitation (5 sessions)</li> </ul>  |
| Mathematics<br>2018–present   | <ul style="list-style-type: none"> <li>• Selected TK–6 general and Special Education teachers</li> <li>• Grades 7/8 support class teachers</li> <li>• All Grades 4/5 teachers</li> </ul>                 | <p>Services include grade-specific trainings and two cadres of teachers from each elementary site.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Mathematics frameworks, content and practice standards, number talks, struggle problems, building capacity for routines and instructional capacity.</li> </ul>   |

## Overview of Services to Center Joint Unified School District

| Focus Area/<br>Timeframe                              | Audience   | Description of Services  |
|---|--|--|
| History-Social<br>Science<br>2018–2019                | <ul style="list-style-type: none"> <li>K–6 adoption committee</li> </ul> | <ul style="list-style-type: none"> <li>Support and facilitation for selecting instructional materials</li> <li>Overview of framework</li> </ul>  |
| Social<br>Emotional<br>Learning (SEL)<br>2019–present | <ul style="list-style-type: none"> <li>All elementary staff</li> </ul>   | In partnership with Harvard, SCOE facilitated a roll-out of The SEL Kernels “toolkit” which includes multiple strategies that target different SEL skills—such as emotion knowledge, empathy, and social skills. |

### Rationale

As CJUSD began their work around MTSS, it became clear that the rapid changes in standards, frameworks, instructional materials, and the lack of professional development was leading to a lack of coherence and contributing to the achievement gap. Collaboratively, it was decided that a cohesive professional learning plan would build capacity and align instruction, use of materials, assessments, and tiered supports to students.

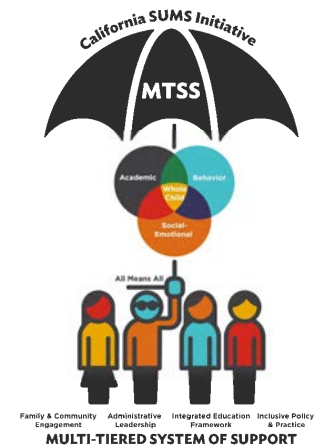
The 2015–2016 Smarter Balanced assessment results confirmed the need to address these issues. Only 45% of students were meeting the standards in ELA and 35% in mathematics. This led CJUSD to reach out for support, first in the area of ELA and then in mathematics. The district’s eligibility for Differentiated Assistance further illuminated the opportunity gaps, indicating that particular student groups were even further behind.

### Impact

The feedback from CJUSD has been overwhelmingly positive with leadership and staff rating the quality of training at the highest levels. The expansion and growth of services to CJUSD speaks to the strong partnership that has been formed with district leadership and teaching staff. Scott Loehr, CJUSD District Superintendent, elaborates:

*“For many years, CJUSD and SCOE have maintained a strong partnership. The SCOE experts have helped us with customizing content-specific professional development sessions on standards, frameworks, instructional materials adoptions, and pedagogy. Recently, through Differentiated Assistance and the development of our Local Control Accountability Plan, our partnership has strengthened.*

*Through our partnership, we identified our Multi-Tiered Systems of Support (MTSS) work as the most critical initiative to move us forward. The identified focus allowed us, in collaboration with SCOE, to finalize, publish, and roll out an MTSS blueprint*



Source: California SUMS Initiative: Multi-Tiered System of Support.. [https://oonline.ocde.us/implement/camtss/cms\\_page/view/35344306](https://oonline.ocde.us/implement/camtss/cms_page/view/35344306) (retrieved April 27, 2020).

*document. SCOE also supported us to access the Scaling Up MTSS (SUMS) and the new School Level MTSS Implementation grant focused on school climate. More recently, through our Climate grant, we have utilized our SCOE experts to participate in the Kernels of Practice pilot research program which has supported our work within the Social-Emotional realm.*

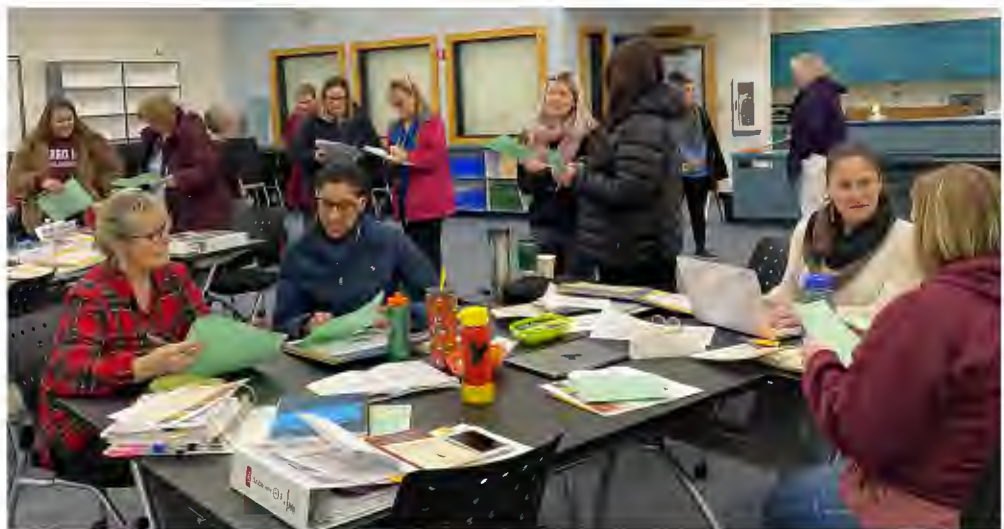
*Although the SCOE team is not an official member of our district, through our work and their support, we see them as valuable and contributing members of the CJUSD team."*

And from Rebecca Lawson, CJUSD Coordinator of Curriculum:

*"The quality of professional development is just as important as the quantity. The Center Joint Unified School District teachers and leadership have benefited from the targeted and customized professional development opportunities provided by SCOE. The strong relationships built between CJUSD and SCOE staff have improved teachers' overall knowledge of subject matter as well as provided for classroom application. The combination of collaborative conversations to fine tune the delivered material and the trust of the SCOE professional presenters has led to increased student achievement."*

Systems level reform efforts take time, and immediate impacts are not always evident. However, once implemented, the work develops "roots" throughout the district, and the impact on student outcomes is evident and consistent. One notable improvement has been the reduction of suspension rates from 9.2% in 2015–2016 to a four-year low of 5.3% in 2018–2019. Progress has also been shown in English language arts with nearly half of students meeting or exceeding standards and fewer students at the lowest performance levels.

All Means  
**ALL**  
CENTER JUSD



## ***Lessons Learned and Next Steps***

The importance of coordinating support across a district so as not to overwhelm the system is critically important. It is critical to provide professional learning and support around educating the whole child, while at the same time being cognizant of the possibility of initiative overload.

SCOE also plays a key role in ensuring coordination of services. SCOE must work diligently to communicate across our teams and departments to align and maximize resources to support the needs of the district. We must also get to “know” the district in order to develop customized and coordinated plans; this includes continuity in SCOE staff that are supporting district work. In CJUSD, we worked to develop and strengthen trusting relationships in order to be seen as partners in the work of improving student outcomes.

Recognizing the importance of having the right people at the table and designing plans that specifically support each stakeholder group is paramount. Cabinet, site administrators, classroom teachers, and teachers of special programs were included in professional development plans, and the district Superintendent participated in all planning and collaboration meetings. These elements established the foundation for a successful collaboration between CJUSD and SCOE to support improved student outcomes.





# SCOE'S YOUTH ENGAGEMENT SUMMIT

## Description

On Saturday, November 2, the Sacramento County Office of Education hosted a Youth Engagement Summit where teams of students from around the county gathered to discuss the issues that are important to them and to plan strategies that attempt to improve those issues.

Almost 100 students attended the event, focused on three important issues: the 2020 US Census, Voter Education, and Student Mental Health Support. The day consisted of panel discussions and breakout sessions where student teams focused their energy to begin creating action plans. Students worked with peers from throughout the Sacramento region, hoping to be active agents for positive change in their local communities.

## Rationale

With the 2020 Census on the horizon, and youth historically some of the most undercounted individuals, there is an opportunity to mobilize our county's youth to become trusted messengers and advocates for a complete count. Additionally voting, like participating in the Census, is a way that citizens can make sure their voice is heard. At age 16, youth can pre-register to vote. Again, there is an opportunity to have youth speak to their peers about the importance of civic engagement and advocacy. Another topic of great concern to youth is student mental health. When students are able to advocate for themselves and propose sound solutions to the problems facing them, the stigma of seeking help for mental health issues begins to erode. This Youth Summit enabled SCOE to bring students together under the umbrella of student advocacy and civic engagement to show that there is strength in numbers and that a well-planned collaborative effort can pave the way to create change.



## Impact

Students from the following school districts attended the summit: Elk Grove Unified, Galt Joint Union Elementary, Galt Joint Union High, Sacramento City Unified, SCOE's Court and Community schools, San Juan Unified, and Twin Rivers Unified. In total, SCOE is supporting 16 teams of students from across the county in this work. The work is empowering students to find their civic voice and work with individuals in the community that can help them realize their goal of action and positive change. Beyond the students, the teacher advisors who work with their teams are becoming reinvigorated in their work. By focusing on helping students acquire and APPLY the skills they need to be a catalyst for change in their community, students will be well prepared to succeed in college, career, and civic life.

“ This work is helping me find my voice and giving me the confidence to know that we can make a difference. ”

– Student, Luther Burbank High School

## Lessons Learned and Next Steps

Bringing students and adults together in a way that authentically lifts up youth voice and allows for shared decision making provides a structure where we develop new attitudes towards youth—not as problems that need fixing, but rather as resources. Students have just as much to teach adults as they have to learn from them. In the future, whenever possible, students should be in the room when we're discussing issues that concern them. Without that voice, we run the risk of developing solutions FOR them, rather than WITH them.



While the plans are all in question due to COVID-19, SCOE intends to convene and provide students a forum to learn about how they can get involved in their communities and make a difference. Whether that is a virtual convening or a face to face one, it is important to make sure that young people have a place to voice their opinion, know that they are heard, and have a chance to make a real tangible difference in their community.

# Closing Thoughts

Ensuring that students learn and achieve is at the heart of our collective efforts. SCOE services and supports are designed to assist districts and schools to meet this goal. This report documents SCOE's investment in teachers, administrators, and school staff and how, together, we can transform education. It's our goal to provide a rich, diverse, and rewarding social learning experience for all participants.

Effective professional learning improves daily practice and leads to high-quality

results and equitable outcomes. Ensuring qualified, professionally trained, motivated, and well-supported staff are available for all learners is essential for addressing the diverse needs of our students. SCOE continues to value professional learning as a means to continuous improvement as we have seen the positive outcomes in teaching skills, leadership practice, and student performance.



# Citations

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