Sacramento County Board of Education Regular Meeting

Tuesday / March 17, 2020 / 6:30 P.M.

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, March 17, 2020

Regular Session: 6:30 p.m.

Accommodating Individuals with Special Needs

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

AGENDA

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of February 4, 2020Approval of the Minutes of the Regular Board Meeting of February 18, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations

NOTE: Anyone may address the Board on any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item not on this agenda except as authorized by Government Code section 54954.2. Anyone may appear at the Board meeting to testify in support of or in opposition to any item being presented to the Board for consideration. If possible, notify the Board President or Board Secretary in writing prior to the meeting if you wish to testify.

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.

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- VII. Superintendent's Report
- VIII. New Business
 - A. Adoption of Consent Agenda David W. Gordon
 - 1. Accept Report on Personnel Transactions Coleen Johnson
 - 2. Award Diplomas to Court and Community School Students Dr. Matt Perry
 - Approval of the 2019-2020 School Accountability Report Cards for Court and Community Schools and Special Education Programs – Dr. Matt Perry/Michael Kast
 - Accept Donations to the Sly Park Environmental Education Center and the Sacramento County Academic Decathlon – Dr. Nancy Herota/Rachel Perry
 - B. No Approval of Contracts Tammy Sanchez
 - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget David W. Gordon
 - \$84,000 California Health Education Framework Rollout and Implementation Project grant from the Orange County Department of Education for the 2019-2020 and 2020-2021 fiscal years – Dr. Nancy Herota
 - \$190,000 Pedestrian and Bicycle Safety Program grant from the California Office of Traffic Safety for the 2020-2021 and 2021-2022 fiscal years – Dr. Nancy Herota
 - 3. \$1,365,471 California Adult Education Program Technical Assistance Project (CAEP TAP) grant from the California Community College Chancellor's Office (CCCCO) for the 2020-2021 and 2021-2022 fiscal years Dr. Nancy Herota
 - D. American River Collegiate Academy Charter School Proposed Material and Technical Revisions to Charter Petition, Satisfaction of Approval Conditions, and Memorandum of Understanding Teresa Stinson
 - E. Approval of Educational Specifications and Final Elevation, Site, and Floor Plans for the New Community School Tammy Sanchez
 - F. Approval of the 2019-2020 Budget Revision No. 2 Tammy Sanchez
 - G. Approval of the Second Interim Financial Report for the 2019-2020 Fiscal Year Tammy Sanchez

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- H. Authorization to Enter into Contracts for E-Rate Services Jerry Jones
- First Reading of Revisions to Board Policy 6180 (Renumbered 6178) Career Technical Education – Policy Committee
- J. First Reading of Revisions to Board Policy 5142 Authorization to Administer Prescription Medication and Medicinal Cannabis Policy Committee
- K. First Reading and Proposed Elimination of Board Policy 2001 Quality Leadership and Qualify First Process – Policy Committee
- L. Board Report Family and Community Engagement (FACE) Dr. Nancy Herota
- M. Preview of New SCOE Website Tim Herrera
- IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
- X. Items for Distribution
 - A. March/April Events
 - B. March/April Site Visits
- XI. Schedule for Future Board Meetings
 - A. April 3, 2020 Student Programs
 - B. April 14, 2020 Prevention/Early Intervention
- XII. Adjournment

Board Agenda Packet

The full Board agenda packet, including supporting materials and items distributed less than 72 hours prior to the scheduled meeting, is available at the Sacramento County Office of Education Reception Desk, located at 10474 Mather Boulevard, Mather, CA. For more information, please call (916) 228-2410.

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of February 4, 2020

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting on January 14, 2020
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
- VII. Superintendent's Report
- VIII. New Business
 - A. Adoption of Consent Agenda
 - 1. Accept Report on Personnel Transactions
 - 2. Award Diplomas to Special Education, Court, and Community School Students
 - 3. Accept Donation to Project TEACH
 - 4. Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)
 - B. Approval of Contracts
 - C. No Grant Applications/Service Contracts
 - D. Public Hearing, Discussion, and Action on American River Collegiate Academy Charter Petition Appeal
 - E. Authorization to Seek Bids for New External Financial Auditing Services
 - F. Second Reading and Adoption of Revisions to Board Policy 1312.3 Uniform Complaint Procedures
 - G. Informational Item: Revisions to Administrative Rules and Regulations 1312.3 Uniform Complaint Procedures
 - H. Second Reading and Adoption of Revisions to Board Policy 6174 Education for English Learners
 - I. Informational Item: New Administrative Rules and Regulations 6174 Education for English Learners
 - J. Second Reading and Proposed Elimination of Board Policy 1320 –
 Complaints Concerning the County Office of Education
 - K. Informational Item: Elimination of Administrative Rules and Regulations 1320Complaints Concerning the County Office of Education
 - L. Board Report Governor's Budget
 - M. Board Report Update on Current Legislation
- IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
- X. Items for Distribution
 - A. February/March Events
 - B. February/March Site Visits

- XI. Schedule for Future Board Meetings
 - A. February 18, 2020 Revised Local Accountability Model for Court and Community Schools
 - B. March 10, 2020 Study Session on Charter Schools
 - C. March 17, 2020 Family and Community Engagement (FACE)
- XII. Adjournment
- I. President Lefkovitz called the meeting to order at 6:30 p.m. in the Board Room of the David P. Meaney Education Center, Sacramento County Office of Education, 10474 Mather Boulevard, Mather, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Tammy Sanchez, Associate Superintendent; Matt Perry, Assistant Superintendent; Coleen Johnson, Chief Administrator-Human Resources; Michael Kast, Executive Director of Special Education; Jerry Jones, Executive Director of Technology; Tim Herrera, Director of Communications; Rachel Perry, Executive Director of C-SAPA; other staff and visitors; and Carla Miller, Superintendent/Board Liaison.
- II. Mr. Brown led the Pledge of Allegiance.
- III. On a motion by Mr. Brown and seconded by Ms. Talamantes, the minutes of the Regular Board Meeting of January 14, 2020 were approved. Motion carried unanimously (7 ayes).
- IV. Mr. Keefer moved to adopt the agenda. Mr. Fong seconded the motion, which carried unanimously (7 ayes).
- V. There was no official correspondence.
- VI.A. There were no requests for visitor presentations from the general public.
- VI.B. There were no requests for presentations from employee organizations.
- VII.A. Superintendent Gordon reported on the following:
 - Congratulated Folsom High School for winning the 2020 Sacramento County Academic Decathlon. The event was Saturday at Folsom High School and the awards dinner was last night at the Sac State ballroom. Bella Vista High finished second, followed by Mira Loma in third place. Many thanks to President Lefkovitz and Trustee Ahola for attending the Super Quiz. Trustee Ahola was drafted into proctor duty at the last moment. Thanks for helping. Folsom High will represent Sacramento County in the California Academic Decathlon in Sacramento, March 23-25. He thanked our sponsor SAFE Credit Union for once again providing \$10,000 in college scholarships for the top performing students. He

recognized Craig Irish and his team for organizing both of those outstanding events.

- Tomorrow night, we are hosting our Sacramento County School Boards Association dinner meeting at 6:00 p.m. in the Mather Room. The topic is "The Challenge of Serving Students with Disabilities." Our guest speakers will be Kevin Gordon, President and Partner of Capitol Advisors Group LLC, and Kristin Wright, Special Education Director for CDE.
- Reminded everyone that Thursday, February 6, we are hosting the Sacramento County Poetry Out Loud competition beginning at 12:30 p.m. at Rosemont High School. We have fifteen schools participating this year, including our own Elinor Lincoln Hickey Jr./Sr. High School.
- SCOE's 13th annual Heart and Soul Soup Luncheon will be held Friday, February 14 from 11:45 a.m. to 1:15 p.m. in the lunch room. There's no cost, but contributions are being accepted on behalf of SCOE's Homeless Youth Services program. For information on these events, please see Tim Herrera.
- On Tuesday, February 18, we will recognize our nominees for the 2020 SCOE Classified Employee of the Year. At the reception, we also will announce our selection for the Classified Employee of the Year. The event starts 5:00 p.m. in the Mather Room.
- Invited everyone to the 2020 Student Art Show and Reception from 1:00 p.m. 2:00 p.m. Friday, February 21, here at the Meaney Center. See the art and meet some of the student artists who contributed to our annual SCOE calendar. Some treats for the event are being prepared by students participating in our culinary program at El Centro. All student art will remain on display through mid-April.
- This is a reminder that ALL SCOE offices will be closed on these days:
 - o February 10 for Lincoln's Birthday
 - o February 17 for President's Day

VIII.A. Ms. Ahola moved and Ms. Davis seconded adoption of the consent agenda. Motion carried unanimously (7 ayes). By such action, the Board:

- 1. Accepted report on Personnel Transactions
- 2. Awarded diplomas to Special Education, Court, and Community School Students
- 3. Accepted donation to Project TEACH
- 4. Declared equipment listed as Surplus Property and Authorization to Dispose of equipment Pursuant to Education Code (Technology)

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: 1 candidate from El Centro Jr./Sr. High School; Muhammad Mikaaeel Luqman Abdulkarim Ahmad from Elinor Lincoln Hickey Jr./Sr. High School; Naomi Gonzalez and David Anthony Nelson from Gerber Jr/Sr. High School; Jimmy Andrews from Natomas Promise; and Yesenia Marcella Gonzales, Elias Higgins, Davon King, Ronniesha Levan, and Daniel Jermaine Patterson from North Area Community School.

VIII.B. Mr. Brown moved and Ms. Ahola seconded approval of the contracts. Motion to approve the contracts carried unanimously (7 ayes).

VIII.C. No Grant Applications/Service Contracts

VIII.D. Public Hearing, Discussion, and Action on American River Collegiate Academy Charter Petition Appeal

President Lefkovitz explained how we will conduct the public hearing on the charter petition appeal filed by the Rocklin Academy Family of Schools for the American River Collegiate Academy.

The charter school petition was originally considered and denied by the San Juan Unified School District. Petitioner then filed an appeal with the County Board. The public hearing is to provide petitioner, the school district, and members of the public with an opportunity for public testimony and input on the charter appeal.

Under charter school law, county boards of education consider charter school appeals under a de novo standard of review. This means that the county board does not decide whether the district erred, followed the rules, or abused its discretion. Instead, the county board reviews the petition anew and makes its own independent determination of whether the petition meets the requirements of law. A copy of Education Code section 47605 has been provided to the Board members, and there are copies in the Board packet at the back of the Board Room.

President Lefkovitz reviewed the public hearing guidelines and then opened the Public Hearing at 6:42 p.m.

The following Rocklin Academy Family of Schools (RAFOS) representatives addressed the Board: Ms. Robin Stout, Executive Director & Superintendent of the Rocklin Academy Family of Schools; Principal Chelsea Bowler-Shelton; Principal Trisha Smith; and Jillayne Antoon, Director of Growth & Community.

Dr. Nancy Herota, Deputy Superintendent, and Tamara Sanchez, Associate Superintendent of Business Services, presented the analysis of the petition contained in the SCOE Recommended Findings of Fact.

San Juan Unified School District (SJUSD) Superintendent Kent Kern and Board President Paula Villescaz provided comments on SJUSD's process and determination to deny RAFOS' petition.

President Lefkovitz announced the Board would now take public comment.

The following people spoke in support:

Nicole Wasylkiw, Citrus Heights resident (Parent)

Alana Moraru, Rocklin resident (Rocklin Academy Gateway student)

Jarrett Black, Rocklin resident (Rocklin board member)

Ian Antoon (Rocklin Academy Gateway student)

Jeff Slowey, Mayor of Citrus Heights

Zaara Dhawan (Rocklin Academy Gateway student)

Jeannine Bruins, Citrus Heights resident (Citrus Heights City Council Member)

Layla Sais (Rocklin Academy Gateway student)

Greg Rash, Citrus Heights resident (Parent)

Maisy Moraru (Rocklin Academy Gateway student)

Tamara Broskey (Rocklin Academy School data/testing coordinator and foster youth & homeless liaison)

Srivath Swaninathan (Rocklin Academy Meyers student)

Nicole Moraru (Rocklin Academy Gateway teacher)

Ziba Zendehdel, Citrus Heights/Orangevale resident (Parent)

Reynash (Rocklin Academy Turnstone student)

Heather Donovan (RAFOS Educational Services)

Gabby Ferguson (Rocklin Academy Turnstone teacher)

Decks (Declan) Ross (Rocklin Academy Preschool student)

Kristal Kramer (Rocklin Academy Gateway teacher)

Mona Rogers (Rocklin Academy Gateway Special Ed Director)

Juliet Antoon (Rocklin Academy Gateway student)

Ana Sotke (Rocklin Academy Turnstone teacher)

Mary Frank (Temple Or Rishon Executive Director/Director of Education)

Ray Riehle, Citrus Heights resident

Ashleigh Spurgeon, Citrus Heights/Roseville border resident (Parent)

Cindy Simmons (Parent)

Albert Fox, Citrus Heights resident

Jennifer Pike (Rocklin Academy Family of Schools teacher)

Greg Kaiser (Antelope Road Christian Fellowship Pastor)

Tom Scheeler, Citrus Heights resident

Abigail Shultz (Western Sierra Collegiate Academy student)

Ande Shultz (Parent)

Jerry Simmons (Young, Minney & Corr, LLP Partner/Lawyer)

Kaylee Doty (Western Sierra Collegiate Academy student)

Anne Anderson, Citrus Heights resident (Retired SJUSD school teacher)

Ted Costa, Citrus Heights resident

Sarah Bancroft, Fair Oaks Resident (Parent)

Noresa Gonzaga (Western Sierra Collegiate Academy student)

Ed Keller (Parent)

The following people spoke in opposition:

David Warren, Citrus Heights resident Magdli Kincaid (Parent)

President Lefkovitz closed the Public Hearing at 8:38 p.m. and the Board began deliberations.

Ms. Ahola made a motion that the Sacramento County Board of Education adopt Resolution No. 20-02 to approve the American River Collegiate Academy Charter School upon meeting the conditions laid out by staff. Mr. Brown seconded the motion.

Superintendent Gordon and President Lefkovitz read the following Resolution No. 20-02 into the record:

Resolution Approving the American River Collegiate Academy Charter School with Conditions

WHEREAS, Petitioner Rocklin Academy (Petitioner) submitted a charter petition for the American River Collegiate Academy (ARCA) to the San Juan Unified School District (SJUSD) on August 27, 2019;

WHEREAS, after reviewing the ARCA charter petition and holding public hearings, on November 12, 2019, the SJUSD governing board denied the charter petition on the grounds set forth in the charter petition appeal, Tab 2;

WHEREAS, on December 5, 2019, Petitioner submitted a timely charter appeal to the Sacramento County Board of Education County Board, through the Sacramento County Office of Education (SCOE);

WHEREAS, in considering a charter school appeal, a county office of education reviews the charter petition anew (i.e., *de novo* review), and is not bound by the school district's review or findings;

WHEREAS, the charter petition was analyzed by SCOE staff with expertise in each of the petition areas (fiscal, educational programs, student assessments, special education, English learners, human resources, facilities, and legal) and SCOE staff prepared written Recommended Findings of Fact for consideration by the County Board;

WHEREAS, on February 4, 2020, the Sacramento County Board of Education held a public hearing to consider the level of public support for the charter school, hear testimony from Petitioner, SJUSD, and SCOE staff, and to consider and deliberate upon the charter petition appeal;

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

BE IT FURTHER RESOLVED that the Sacramento County Board of Education grants the American River Collegiate Academy charter school appeal, upon the satisfaction of the following conditions by the deadlines identified:

- A. Subject to the conditions below, the ARCA charter school's first year of operation will be the 2020-2021 academic year.
- B. Before being authorized to open and operate the ARCA charter school, Petitioner is required to satisfy the follow conditions through a Memorandum of Understanding between Petitioner, the County Board, and County Superintendent by March 18, 2020.
 - 1. By April 1, 2020, provide a clearly articulated plan demonstrating how Petitioner will approach serving a higher proportion of students with greater needs that reflects the student population of SJUSD.
 - Given the demographics of students currently served by Petitioner's other charter schools, Petitioner shall make every reasonable effort to specifically reach and recruit pupils from all student groups in order to help it achieve a student population that is reflective of the student population of SJUSD.
 - 3. By April 1, 2020, provide clarifying information about the charter school budget and operations.
 - 4. By April 1, 2020, update the charter petition to comply with all legal requirements and recent changes in the law, including, but not limited to requirements related to teacher credentialing, minimum wage, conflict of interest, student discipline, etc.
 - 5. By April 1, 2020, in order to provide opportunities for more students, update the charter petition so that preferences for children of RAFOS employees and board members are limited to a total of 10% of ARCA enrollment.
 - 6. By July 1, 2020, secure an acceptable school facility that meets all legal requirements for the 2020-2021 academic year and all subsequent school years.
 - 7. Petitioner shall agree to 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.
 - Petitioner shall agree to hold harmless, defend, and indemnify the Board, the Superintendent, and SCOE from any claims arising from the opening or operation of the charter school.
 - 9. Petitioner will otherwise be subject to all deadlines and requirements set forth in County Board Policy 2400 and Administrative Rules and Regulations 2400.
 - 10. Any additional requirements set by the Board.

- 11. If any of the conditions is not met by the specific deadline for that condition, unless the deadline is extended by the County Board, approval of the charter will be terminated and the charter will cease to operate.
- 12. These conditions may be changed or supplemented by future County Board action.

Ms. Talamantes moved and Ms. Ahola moved to extend meeting until 11:00 p.m. Motion carried 6 ayes, 1 absent (Fong).

Mr. Brown moved for a secondary amendment – to table all these additions/amendments and give staff the opportunity to work on the MOU. Ms. Davis seconded.

Motion carried 4 ayes, 3 noes (Fong, Lefkovitz, Talamantes) based on the following Roll Call vote:

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Ms. Talamantes - no
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Mr. Keefer – yes

Mr. Fong – no

Ms. Davis - yes

Mr. Brown - yes

Ms. Ahola - yes

Ms. Lefkovitz - no

Ms. Ahola moved and Mr. Brown seconded the motion that the Sacramento County Board of Education (County Board) adopt Resolution No. 20-02 and approve the American River Collegiate Academy Charter School, upon the meeting of conditions.

The motion carried 5 ayes, 2 noes (Fong, Talamantes) on the following Roll Call vote:

Ms. Talamantes - no

Mr. Keefer – yes

Mr. Fong – no

Ms. Davis - yes

Mr. Brown - yes

Ms. Ahola – yes

Ms. Lefkovitz – yes

Ms. Stout thanked the Board for their time and they did hear the Board about equity and those are things we are committed to.

VIII.E. Ms. Talamantes moved and Mr. Keefer seconded the motion to approve authorization to Seek Bids for New External Financial Auditing Services. Motion carried unanimously (7 ayes).

VIII.F. President Lefkovitz announced this is the Second Reading and Adoption of Revisions to Board Policy 1312.3 – Uniform Complaint Procedures.

Chair Joanne Ahola of the Policy Committee recommended the Board adopt the revisions to Board Policy 1312.3 – Uniform Complaint Procedures. Motion carried unanimously (7 ayes).

VIII.G. An informational item on the revisions to Administrative Rules and Regulations 1312.3 – Uniform Complaint Procedures was provided in the Board packet.

VIII.H. President Lefkovitz announced this is the Second Reading and Adoption of Revisions to Board Policy 6174 – Education for English Learners.

Chair Ahola of the Policy Committee recommended the Board adopt the revisions to Board Policy 6174 – Education for English Learners. Motion carried unanimously (7 ayes).

VIII.I. An informational item on the new Administrative Rules and Regulations 6174 – Education for English Learners was provided in the Board packet.

VIII.J. President Lefkovitz announced this is the Second Reading and Proposed Elimination of Board Policy 1320 – Complaints Concerning the County Office of Education.

Chair Ahola of the Policy Committee recommended the Board adopt the proposed elimination of Board Policy 1320 – Complaints Concerning the County Office of Education. Motion carried unanimously (7 ayes).

VIII.K. An informational item on the elimination of Administrative Rules and Regulations 1320 – Complaints Concerning the County Office of Education was provided in the Board packet.

VIII.L. The Board report on the Governor's Budget was deferred to February 18, 2020.

VIII.M. The Board report on Update to Current Legislation was deferred to February 18, 2020.

IX.A. Ms. Ahola apologized about what happened tonight. She was hoping we would all feel good about this. The Board will have an opportunity when the MOU comes before them. Should it not meet what the Board was hoping to see as requirements in the MOU, the Board will have another opportunity to vote. She kept that in mind when making her decisions. Thank you for postponing the presentations. Thank you to the Technology Department for moving all the Board presentations from 2013 onto the SharePoint site – lovely and organized. She will use that as a resource. Thank you to Dr. Perry for helping her with information on our court and community schools.

Ms. Davis – no report.

Mr. Fong commented on what happened on the vote on the ARCA charter. He was disappointed that the Board decided to silence the voices of my constituents and the voices of other fellow Board members. He hopes it will not happen again.

Mr. Keefer thanked staff for a full day tour. Trying to stay true to bringing virtues back to the town square. Quote by Aristotle, "Virtue then is a state of character concerned with choice lying in a mean, i.e., the mean relative to use, this being determined by a rational principle and by that principle by which the man of practical wisdom would determine it." Tonight, there was a lot of wisdom. He feels for the Board members who feel slighted. This part of the resolution, in his view, should have occurred before tonight, so staff would have been able to collaborate with the petitioner, then we wouldn't have had this discussion. Since it wasn't, it put the Board in a position. There is a solution on this, and hopes we can get there.

Ms. Talamantes felt silenced. As a Board, it is our job to authorize it and have a MOU come back, and she wished we had taken time to go over all suggestions. It's not okay to rush through it. Maybe come back in 30 days like Trustee Keefer said. It did put everybody in an awkward position. She wants to do it right. Maybe we will have a better process next time, because she does not feel comfortable with the way it went.

Mr. Brown thought it was a very good meeting tonight. He thought we learned something about ourselves. He sent a note to the city council recognizing Rosa Parks – they were doing something for Ms. Parks at City Hall. Ms. Parks was his neighbor in Montgomery, Alabama.

- IX.B. President Lefkovitz thanked staff for all the incredible work they did on the petition as well as other jobs they do during the day. As much as we struggled, your work made it easier to review the charter appeal. She wished she had designed a better process for the Board to review the comments from the Board members. She thought it was important to bring out people's concerns, and apologized for the process. It speaks to how we can improve our charter review process. She read a quote by James Baldwin, "Not everything that is faced can be changed. But nothing can be changed until it is faced."
- IX.C. There were no committee reports.
- X.A. There was no distribution of the February/March Events item.
- X.B. There was no distribution of the February/March Site Visits item.
- XI. Schedule for Future Board Meetings
 - A. February 18, 2020 Revised Local Accountability Model for Court and Community Schools
 - B. March 10, 2020 Study Session on Charter Schools
 - C. March 17, 2020 Family and Community Engagement (FACE)

XII.	Ms.	Talamantes	moved	to	adjourn	the	meeting	. Mr.	Keefer	seconded	the
motion,	which	carried unar	nimously ?	7 (ayes). T	he n	neeting a	adjourr	ned at 10	0:52 p.m.	

Respectfully submitted,

David W. Gordon Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of February 18, 2020

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. No Approval of Minutes
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
- VII. Superintendent's Report
 - A. Recognition of the March 2020 Employees of the Month
- VIII. New Business
 - A. Adoption of Consent Agenda
 - 1. Accept Report on Personnel Transactions
 - 2. Award Diplomas to Court and Community School Students
 - B. No Approval of Contracts
 - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget:
 - 1. \$1,340,845 K-12 Strong Workforce Program (SWP) grant from the California Community College Chancellor's Office for the 2020-2021 fiscal year
 - D. Adopt Resolution No. 20-03 Establishing Student Scholarship and Loan Fund
 - E. California School Boards Association Delegate Assembly Election Ballot
 - F. Board Report Governor's Budget
 - G. Board Report Update on Current Legislation
 - H. Board Report SCOE Local Accountability System for Court and Community Schools
- IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
- X. Items for Distribution
 - A. February/March Events
 - B. February/March Site Visits
- XI. Schedule for Future Board Meetings
 - A. March 10, 2020 Study Session on Charter Schools
 - B. March 17, 2020 Family and Community Engagement (FACE)
- XII. Adjournment
- I. President Lefkovitz called the meeting to order at 6:32 p.m. in the Board Room of the David P. Meaney Education Center, Sacramento County Office of

Education, 10474 Mather Boulevard, Mather, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Teresa Stinson, General Counsel; Tammy Sanchez, Associate Superintendent; Matt Perry, Assistant Superintendent; Coleen Johnson, Chief Administrator-Human Resources; Michael Kast, Executive Director of Special Education; Jerry Jones, Executive Director of Technology; Tim Herrera, Director of Communications; Rachel Perry, Executive Director of C-SAPA; other staff and visitors; and Carla Miller, Superintendent/Board Liaison.

- II. Mr. Keefer led the Pledge of Allegiance.
- III. No Approval of Minutes
- IV. Ms. Talamantes moved to adopt the agenda. Ms. Ahola seconded the motion, which carried unanimously (7 ayes).
- V. There was no official correspondence.
- VI.A. There were no requests for visitor presentations from the general public.
- VI.B. There were no requests for presentations from employee organizations.

VII.A. Laura Villanueva-Howes, Speech, Language, Pathology Assistant, Special Education Programs, was recognized and honored as the classified employee of the month for March.

Krista Solway, Language, Speech, and Hearing Therapist, Special Education Programs, was recognized and honored as the certificated employee of the month for March.

Superintendent Gordon reported on the following:

- Congratulated Cari Wernicke who today was named SCOE's Classified Employee of the Year for 2020. Cari is a transition specialist at El Centro Jr./Sr. High School and has been a SCOE employee since September 2014. Cari will now participate in the Sacramento County Classified Employees of the Year interviews on March 6. Good luck, Cari! Thanks to everyone who attended our reception earlier this evening.
- Congratulated Eden (GEETA-hoon) Getahun from C.K. McClatchy High School for winning the 2020 Sacramento County Poetry Out Loud competition. She took first place during the finals on February 6. Amorri Lee from John F. Kennedy High School is the runner-up. Eden will represent Sacramento County in the State Finals, March 15-16, in Sacramento.

- Thanked everyone who joined us on February 14 for SCOE's 13th annual Heart and Soul Soup Luncheon. There was no cost, but contributions were accepted on behalf of SCOE's Homeless Youth Services program. The event raised nearly \$375. Thanks to everyone who attended and donated, including Board Vice President Keefer.
- Invited everyone to the 2020 Student Art Show and Reception from 1:00-2:00 p.m., Friday, February 21, here at the Meaney Center. See the art and meet some of the student artists who contributed to our annual SCOE calendar. Some treats for the event are being prepared by students participating in our culinary program at El Centro. All student art will remain on display through mid-April.
- On February 27, we will host the Moot Court Final Round and Awards Ceremony, at the 3rd District Court of Appeal, 914 Capitol Mall downtown. The finals begin at 5:45 p.m.
- On March 2, we will host the 2020 Mock Trial Final Round at the US District Court at 501 "I" Street, Sacramento. The finals begin at 4:45 p.m. The Awards Ceremony will be held at the Library Galleria, 828 "I" Street, beginning at 8:00 p.m.
- Reminded everyone that on February 28, we have another Community School Graduation. Many of the graduates are from our Senior Extension Program. The ceremony will be at the SCOE Conference Center beginning at 12:00 noon.
- Announced that because Bella Vista and Mira Loma High Schools scored high enough in the 2020 Sacramento County Academic Decathlon, both have been invited to the state finals. They will join this year's champs, Folsom High School in the California Academic Decathlon, which will be held March 27–30 in Sacramento. California's winning team advances to the U.S. Academic Decathlon, April 30–May 2 in Anchorage, Alaska.

VIII.A. Ms. Davis moved and Ms. Talamantes seconded adoption of the consent agenda. Motion carried unanimously (7 ayes). By such action, the Board:

- 1. Accepted report on Personnel Transactions
- 2. Awarded diplomas to Court and Community School Students

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Archie Richard from Elinor Lincoln Hickey Jr./Sr. High School; Gadia Epps from Gerber Jr./Sr. High School; and Eddie Lee Cain from North Area Community School.

VIII.B. No Approval of Contracts

- VIII.C. On a motion by Ms. Ahola, seconded by Mr. Fong, and carried unanimously (7 ayes), the Board authorized staff to submit grant applications/service contracts and accept funding if awarded; and approved contracts, positions, and other expenditures associated with the grants as outlined in the proposed budgets as follows:
 - \$1,340,845 K-12 Strong Workforce Program (SWP) grant from the California Community College Chancellor's Office for the 2020-2021 fiscal year
- VIII.D. Mr. Keefer moved and Ms. Davis seconded the motion to adopt Resolution No. 20-03 Establishing Student Scholarship and Loan Fund. Motion carried unanimously (7 ayes).
- VIII.E. Ms. Ahola moved and Ms. Talamantes seconded California School Boards Association Delegate Assembly Election Ballot. Motion carried unanimously (7 ayes).
- VIII.F. Tammy Sanchez, Associate Superintendent, provided a report on the Governor's Budget to the Board.
- VIII.G. Teresa Stinson, General Counsel, provided an Update on Current Legislation to the Board.
- VIII.H. Dr. Matt Perry, Assistant Superintendent, provided a report on SCOE Local Accountability System for Court and Community Schools to the Board.
- IX.A. Mr. Brown no report.

Ms. Talamantes shared when she was a 10th grader in high school, she used to hang with the at-risk students. She applied for the youth employment program, through Glen County Health and Human Services with school districts. She was denied her first application, as she was doing well in school. She tried again, and they accepted her. She knows a lot of those students appreciated the space there. The caseworker there kept it real; whooped us all into shape. She was there because she wanted to be there. It was a truly a memorable experience and as Dr. Perry was speaking about his programs, it reminded her of her 10th grade year. Thank you for everything you do.

Mr. Keefer mentioned that Stanford University's philosophy department talks about Aristotle's reference to intellectual virtues, which are divided into two sorts: those that pertain to theoretical reasoning and those that pertain to practical thinking. When we think about the state budget, he encourages his colleagues to think about both sides and compare us to what we could be and what we are.

Mr. Fong – no report.

Ms. Davis shared that she was able to attend the Personnel Commission Meeting today and they are moving forward. There are some exciting new positions.

Ms. Ahola – no report.

- IX.B. President Lefkovitz reminded everyone that it is Black history month. She had a chance to attend the National Action Network conference. It was cohosted by Dr. Fortune and her team. There was a panel of five top performing African American schools. She thanked Dr. Perry and Dr. Herota for being there. It was very interesting and inspiring to see people closing the achievement gap for African American students. She chose a quote by Rosa Parks because it speaks about what we need to do as leaders, particular when we are faced with hard decisions. Her quote is, "You must never be fearful about what you are doing when it is right."
- IX.C. There were no committee reports.
- X.A. There was no distribution of the February/March Events item.
- X.B. There was no distribution of the February/March Site Visits item.
- XI. Schedule for Future Board Meetings
 - A. March 10, 2020 Study Session on Charter Schools
 - B. March 17, 2020 Family and Community Engagement (FACE)
- XII. Ms. Talamantes moved to adjourn the meeting in memory of SCOE employee Yami Gaitan and SCOE retiree Monica Hodges; Ms. Ahola seconded the motion, which carried unanimously 7 (ayes). The meeting adjourned at 8:33 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 – March 17, 2020

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	Prevention and Early Learning	Collentine-Cole, Hannah	Mgmt.	Cal-Well/MHSA Mental Health Grant Coordinator 8 h/d 5 d/w 210 d/y PC# 200016	Prevention and Early Learning	03/09/20	MT-36
Management	Administration	Malicote, Brent	Mgmt.	Assistant Superintendent, Educational Services 8 h/d 5 d/w 224 d/y PC# 000004	Administration	03/02/20	Contract
1		tive process, this individual position which increase 000.					
Management	Planning and Improvement	White, Rhonda	Mgmt.	Coordinator, Diverse Learner Supports and Programs 8 h/d 5 d/w 224 d/y PC# 200005	Administration	02/18/20	MT-36
Classified		Khan, Alia etitive process, this ir a new position which re than \$10,000.		Program Analyst 8 h/d 5 d/w 244 d/y PC# 190026	K-12 Curriculum and Instruction	03/09/20	CL-36-A
Classified	Special Education	Martin, Elizabeth	Prob.	Infant Educator 8 h/d 5 d/w 210 d/y PC# 000509	Special Education	03/05/20	CL-23-A
Classified	Personnel	Parker, Dominique	Prob.	Office Assistant 8 h/d 5 d/w 244 d/y PC# 000139	Personnel	02/11/20	CL-17-A

TRANSFERS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	From/To	Effective Date/ Duration
Certificated	Alternative Education	Gaiduk, Janet	Teacher, Alternative Education	Foothill High School to El Centro Jr/Sr High School	02/24/20
Classified	Special Education	Siabrukovych, Tetiana	Para Educator – SH	Sunrise Elementary to Wilson C. Riles Middle School	02/11/20

EXTRA ASSIGNMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	Location	Effective Date/ Duration
Management	C-SAPA	Adams, Jaclyn	Project Specialist I	C-SAPA	2019-2020 school year 9 additional days
Management	C-SAPA	Donek, Salina	Project Specialist II, Assessment, Research and Evaluation	C-SAPA	2019-2020 school year 9 additional days
Management	C-SAPA	Irish, Craig	Coordinator, Assessment, Research and Evaluation	C-SAPA	2019-2020 school year 9 additional days
Management	C-SAPA	Moyer, Jonathan	Coordinator, Assessment, Research and Evaluation	C-SAPA	2019-2020 school year 9 additional days
Management	Prevention and Early Learning	Orrock, Joelle	Coordinator, Youth Development Programs	Prevention and Early Learning	2019-2020 school year 30 additional days
Management	C-SAPA	Rouseff, Donna	Project Specialist I	C-SAPA	2019-2020 school year 9 additional days
Management	C-SAPA	Walker, Richard	Project Specialist II, Assessment, Research and Evaluation	C-SAPA	2019-2020 school year 9 additional days

SEPARATIONS

Group (Mgmt/Cert/Class)	Туре	Name	Classification	Location	Effective Date	Reason for Leaving
Certificated	Retirement	Bell, Mary Ruth	Instructor	Adult Re-Entry Program – SCBC	05/23/20	Retirement
Classified	Retirement	Schwefel, John	Sr. Financial Analyst	Business Services	05/02/20	Retirement
Classified	Resignation	Yang, April	Staff Secretary	C-SAPA	02/13/20	Resignation

R E CA P

		Management	Certificated	Classified	Total
Regular Appointments		3	0	3	6
Transfers		0	1	1	2
Extra Assignments		7	0	0	7
Separations		0	1	2	3
	TOTAL	10	2	6	18

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Award of Diplomas	Agenda Item No.:	VIII.A.2.
	Enclosures:	1
Reason: Approval	From:	David W. Gordon
	Prepared By:	Dr. Matt Perry
	Board Meeting Date:	03/17/20

BACKGROUND:

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

El Centro Jr./Sr. High School

2 Candidates

Elinor Lincoln Hickey Jr./Sr. High School

Za'Kyah Janie Atkinson
Kiari S. Brookins
Khalilah Lecheal Brown
Devante G. Fitzgerald
Aleijah Nigeree Shanell Hubbard
Michael Jonathan Lautner
Jelon Antonio Ramirez
Salvador Angel Ramos

Gerber Jr./Sr. High School

Brianna Angelica Alaniz
Matthew Beltram
Julius Franklin
Destiny Star Gilmore-Harper
Jon-Paul McNamee
Laura Ramirez-Fregoso
Khaalis Rasheed Reid, Jr.

North Area Community School

Kaliyah Harris
Mario Andres Hernandez
Wayne Howard
J'Quay Hunter
Carneisha Lashey Jackson-Jones
Jennifer Parra
Aelissa Rayanthony Pellette
Raymon Renkert
Alfredo Amaya Sanders
Kevin Singrasabout
Ismael Velazquez
Adriona Nicole Woods

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board approve the issuance of a high school diploma to the students listed above who have completed all requirements for graduation.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	2019-2020 School Accountability Report Cards for Court and Community Schools and Special Education Programs	Agenda Item No.: Enclosures:	VIII.A.3. 89
Reason:	Approval	From:	David W. Gordon
		Prepared By:	Dr. Matt Perry Michael Kast
		Board Meeting Date:	03/17/20

BACKGROUND:

This is to inform you that the annual School Accountability Report Cards (SARCs) for the 2019-2020 school year have been updated for your review. Since November 1988, state law has required all public schools receiving state funding prepare and distribute a SARC. A similar requirement is also contained in the federal Every Student Succeeds Act (ESSA). The purpose of the report card is to provide parents/guardians and the community with important information about each public school. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

State law requires that the SARC contain information in the following categories:

School Mission, Goals, and Accomplishments

Enrollment and Demographics

School Safety and Climate for Learning

Teaching Staff

School Finances

Curriculum and Instruction

Student Performance

State and Federal Accountability

School Completion and Postsecondary Preparation Information

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Court and Community Schools and Special Education Programs, that the 2019-2020 School Accountability Report Cards be submitted to the Board of Education for consideration and approval.

SACRAMENTO COUNTY OFFICE OF EDUCATION

SCHOOL ACCOUNTABILITY REPORT CARDS

2019 - 2020

Submitted on March 17, 2020

El Centro Jr./Sr. High School

School Accountability Report Card

2019 - 2020

School Accountability Report Card Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	El Centro Jr./Sr. High School
Street	9601 Kiefer Boulevard
City, State, Zip	Sacramento, CA 95827
Phone Number	(916) 228-2525
Principal	Barbara Modlin
Email Address	bmodlin@scoe.net
County-District-School (CDS) Code	34-10348-0106278

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

School Description and Mission Statement (School Year 2019-20)

Principal's Message

El Centro Jr./Sr. High School, operated by the Sacramento County Office of Education, is accredited by the Western Association of Schools and Colleges (WASC) and provides students with educational options leading to a high school diploma, High School Equivalency Test (HiSET), Associate's Degree, Pre-Apprenticeship programs in Construction Technology and Culinary Arts, and career exploration and preparation.

El Centro Jr./Sr. High School utilizes California State Board of Education adopted curriculum and all teachers are credentialed in the subjects they teach. We have a year-round school, and students attend school five periods per day.

Although this is a difficult time for you and your child, we are committed to providing each student with the educational options needed to transition back to a comprehensive school district, an alternative school setting, and a vocational training program, or community college. In order to do this we have a team of Transition Specialists who work closely with each student to develop a Student Success Plan to ensure students have the support while incarcerated, and a plan for success upon release.

It is a pleasure and a privilege to serve as principal at El Centro Jr./Sr. High School.

~Barbara Modlin

School Description and Mission

El Centro Jr./Sr. High School, located at the Sacramento County Youth Detention Facility, provides safe and secure detention of youth. Probation staff supervises youth programs in an environment that encourages prosocial behavior through a proactive, strengths -based approach, education, recreation, and counseling. A mental health team provides crisis intervention, and medical care is provided in the 24-hour medical clinic.

SCOE is a customer-driven educational leader and agent for change in the county, region, and State. We support the preparation of students for a changing global society, through a continuously improving system of partnerships and coordinated services for our students.







Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	1
Grade 8	2
Grade 9	17
Grade 10	12
Grade 11	26
Grade 12	32
Total Enrollment	90

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	41.1
Asian	2.2
Hispanic or Latino	34.4
White	7.8
Two or More Races	14.4
Socioeconomically Disadvantaged	100
English Learners	6.7
Students with Disabilities	33.3
Foster Youth	13.3
Homeless	3.3

A. Conditions of Learning

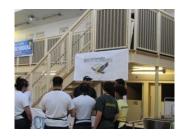
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10.5	10	12	69
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0







Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016:	Yes	0
Mathematics	Adopted 06/2015: California Math (McGraw Hill), Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	Adopted 08/2008: Physical Science (Glencoe), Earth Science (AGS), Life Science (Glencoe) Life Science (AGS) Biology: Cycles of Life (Pearson Publishing/AGS) Physical Science (Pearson Publishing/AGS) Pacemaker Biology (Pearson Publishing/AGS)	Yes	0

	 Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS) 		
History-Social Science	 Adopted May 2018 Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) Discovering Our Past: A History of the United States (McGraw Hill-Networks) United States History and Geography (McGraw Hill-Networks) United States History and Geography, Modern Times (McGraw Hill-Networks) United States Government: Our Democracy (McGraw Hill-Networks) United States Government: Our Democracy (McGraw Hill-Networks) Understanding Economics (McGraw Hill-Networks) 	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

El Centro Jr./Sr. High School is within the Sacramento County Youth Detention Facility. Operation of the facility is conducted by the Sacramento County Probation Department under the County Board of Supervisors. In 2010 the Sacramento County Juvenile Hall Facility completed a multi-million dollar addition and renovation program that resulted in all classrooms being replaced. The classroom facilities meet safety standards of the Asbestos Hazard Emergency Response Act and the Field Act.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: June 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to
 the University of California and the California State University, or career technical education sequences or programs
 of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	2	9	30	34	50	50
Mathematics (grades 3-8 and 11)	2	0	28	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	46	73.02	26.98	8.89
Male	51	36	70.59	29.41	8.57
Female	12	10	83.33	16.67	10.00
Black or African American	29	20	68.97	31.03	0.00
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	16	14	87.50	12.50	21.43
Native Hawaiian or Pacific Islander					
White					
Two or More Races	11	6	54.55	45.45	0.00
Socioeconomically Disadvantaged	63	46	73.02	26.98	8.89
English Learners					
Students with Disabilities	21	15	71.43	28.57	0.00
Students Receiving Migrant Education Services					
Foster Youth	23	15	65.22	34.78	0.00
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	47	77.05	22.95	0.00
Male	50	38	76.00	24.00	0.00
Female	11	9	81.82	18.18	0.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	27	20	74.07	25.93	0.00
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	16	14	87.50	12.50	0.00
Native Hawaiian or Pacific Islander					
White					
Two or More Races	11	7	63.64	36.36	0.00
Socioeconomically Disadvantaged	61	47	77.05	22.95	0.00
English Learners					
Students with Disabilities	20	14	70.00	30.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	22	15	68.18	31.82	0.00
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

El Centro offers three CTE programs: Construction, Culinary, and Computer Office Occupations. We maintains three transition specialists on staff to provide students with services and information about their post-incarceration plans, including continuing academic education post-release, CTE options, and to support transitioning back into their community.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation		
Number of Pupils Participating in CTE	324		
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma			
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education			

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

•	•	•	
Grade <i>Level</i>	Percentage of Students Meeting Four of Six	Percentage of Students Meeting Five of Six	Percentage of Students Meeting Six of Six
	Fitness Standards	Fitness Standards	Fitness Standards
9	**	**	**

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We are regularly in communication with parents and family regarding issues with their children. We welcome parental inquiry and input, and look forward to these opportunities as they present themselves. An active School Site Council meets quarterly and encourage parents to participate, also Probation has a Parent Orientation in the Visitor's Center every third Thursday and there is always a school representative to speak with; however, if you have any questions, or need any assistance, please contact me. Barbara Modlin at 916-228-2525.





State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (One Year Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	52	37.7	0.0	36.8	33.1	0.0	9.1	9.6	0.0
Graduation Rate	13	26.4	90.3	20.8	22.3	66.4	82.7	83	85.9

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.5	1.3	1.6	7.8	8.6	9.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety and security are high priorities at El Centro Jr./Sr. High School. Safety plans are a joint effort between the SCOE and the County Probation Department and are reviewed every two years. School staff receives training to address any safety issues. Emergency preparedness manuals were developed with staff input and are accessible to all staff. The manual contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. El Centro Jr./Sr. High School has the support and services of on-site Probation staff, which ensures a safe learning environment for all students and staff.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average	# of	# of	# of	Average	# of	# of	# of	Average	# of	# of	2018-19 # of Classes* Size 33+
English	9	13			6	18			4	22		
Mathematics	11	8			5	24			3	24		
Science	6	10			5	20			3	23		
Social Science	5	23			4	23			3	42		

^{*}Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	1.0
Social Worker	N/A
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2.0

^{*}One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,426	\$3,850	\$9,576	\$87,717
District	N/A	N/A	\$2,595	
Percent Difference - School Site and District	N/A	N/A	114.7	
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	24.2	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Special Education Department at SCOE offers special education services to students who attend El Centro Jr./Sr. High School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending El Centro Jr./Sr. High School in the Youth Detention Facility receive special education services in a Special Day Class (for students that require a full day of special education service(s), or through the Resource Specialist Program (for students that require less intensive special education services); both staffed by credentialed special education teachers and special education technicians.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Sacramento County Office of Education staff possess expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include social/emotional learning, restorative practices/discussion, differentiated instruction, implementing 504 plans, review and analysis of data, and curriculum-specific training in English-Language Arts, mathematics, social studies, and career technical education (CTE). Our goal is to provide students with a challenging learning environment respectful of their interests, short and long term goals, and needs as it relates to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

Elinor Lincoln Hickey Jr./Sr. High School

School Accountability Report Card

2019 - 2020



Elinor Lincoln Hickey Jr./Sr. High School School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Elinor Lincoln Hickey Jr./Sr. High School
Street	2040 Ethan Way
City, State, Zip	Sacramento, CA 95825
Phone Number	(916) 228-2074
Principal	Lisa Alcalá
Email Address	lalcala@scoe.net
County-District-School (CDS) Code	34-10348-0106237

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Elinor Lincoln Hickey Jr./Sr. High School is a community school dedicated to helping at-risk youth reach their full potential academically, behaviorally, and socially. While the focus at Elinor Lincoln Hickey Jr./Sr. High School is academic success, teachers and staff understand that before learning can take place we must first address the deeper issues that prevented success. Once emotional needs are addressed, students can increase their literacy and mathematics competencies, earn credit, gain job skills, graduate from high school and transition into a post-secondary environment. Besides providing strong behavioral supports, the staff works with students to develop an individual success plan created to help set realistic goals they can accomplish while at our school. Our students are exposed to data driven instruction designed to remediate and accelerate the curriculum based on the student's individual strengths and weaknesses. We provide a small campus setting with a modified schedule that mirrors a comprehensive program while allowing staff and students to forge close, trusting relationships. Each student is encouraged to participate in mentoring and extra curricular activities. Guest speakers, assemblies, field trips, vocational goal setting, career exploration/readiness and academic tutoring are just a few opportunities for our students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 8	5
Grade 9	6
Grade 10	8
Grade 11	14
Grade 12	58
Total Enrollment	91



Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	40.7
American Indian or Alaska Native	2.2
Asian	1.1
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	3.3
White	6.6
Two or More Races	13.2
Socioeconomically Disadvantaged	91.2
English Learners	12.1
Students with Disabilities	9.9
Foster Youth	4.4
Homeless	25.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they
 are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	4	5	69
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: SpringBoard (CollegeBoard), Inside/Edge (National Geographic Learning/Cengage Learning), Read 180 (Houghton Mifflin Harcourt Intervention)	Yes	0
Mathematics	Adopted 06/2015: California Math (McGraw Hill), Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	Adopted 08/2008: Physical Science (Glencoe), Earth Science (AGS), Life Science (Glencoe) Life Science (AGS) Biology: Cycles of Life (Pearson Publishing/AGS) Physical Science (Pearson Publishing/AGS) Pacemaker Biology (Pearson Publishing/AGS) Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	 Adopted May 2018 Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) Discovering Our Past: A History of the United States (McGraw Hill-Networks) United States History and Geography (McGraw Hill-Networks) United States History and Geography, Modern Times (McGraw Hill-Networks) United States Government: Our Democracy (McGraw Hill-Networks) Understanding Economics (McGraw Hill-Networks) Understanding Economics (McGraw Hill-Networks) 	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Elinor Lincoln Hickey Jr./Sr. High School consists of six student classroom areas, a multi-purpose room and an administration building. A safe and clean environment is provided for students and staff by full-time SCOE maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a Work Order System. Cleaning schedules have been developed to ensure proper cleaning of the site on a daily, weekly, and quarterly basis. Ongoing inspections are performed to ensure the site meets or exceeds good repair standards.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 3/30/2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	11	0	30	34	50	50
Mathematics (grades 3-8 and 11)	8	0	28	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	30	27.03	72.97	0.00
Male	68	16	23.53	76.47	0.00
Female	43	14	32.56	67.44	0.00
Black or African American	38	10	26.32	73.68	0.00
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	40	11	27.50	72.50	0.00
Native Hawaiian or Pacific Islander					
White	11	4	36.36	63.64	0.00
Two or More Races	11	4	36.36	63.64	0.00
Socioeconomically Disadvantaged	103	26	25.24	74.76	0.00
English Learners	20	3	15.00	85.00	0.00
Students with Disabilities	14	6	42.86	57.14	0.00
Students Receiving Migrant Education Services					
Foster Youth	11	4	36.36	63.64	0.00
Homeless	17	6	35.29	64.71	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	20	18.02	81.98	0.00
Male	68	11	16.18	83.82	0.00
Female	43	9	20.93	79.07	0.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	38	7	18.42	81.58	0.00
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	40	7	17.50	82.50	0.00
Native Hawaiian or Pacific Islander					
White	11	2	18.18	81.82	0.00
Two or More Races	11	3	27.27	72.73	0.00
Socioeconomically Disadvantaged	103	19	18.45	81.55	0.00
English Learners	20	2	10.00	90.00	0.00
Students with Disabilities	14	4	28.57	71.43	0.00
Students Receiving Migrant Education Services					
Foster Youth	11	2	18.18	81.82	0.00
Homeless	17	3	17.65	82.35	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.





Career Technical Education Programs (School Year 2018-19)

Students at Elinor Lincoln Hickey Jr./Sr. High School are offered CTE courses in Construction and Early Childhood Development to assist them in preparing for college and career upon transition from school. Students also had the option of enrolling in Nursery and Landscaping or Culinary Arts at the Leo A. Palmiter site. All students participated in at least one of these CTE opportunities. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade <i>Level</i>	Percentage of Students	Percentage of Students	Percentage of Students
	Meeting Four of Six	Meeting Five of Six	Meeting Six of Six
	Fitness Standards	Fitness Standards	Fitness Standards
9	**	**	**

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact Hickey Jr/Sr High School for additional information regarding becoming a member of the School Site Council or participating in other school and district advisory meetings. For more information on parental involvement, contact Lisa Alcalá at 916-228-2074.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (One Year Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	33.3	42	4.8	36.8	33.1	0.0	9.1	9.6	0.0
Graduation Rate	20.8	20	70.3	20.8	22.3	66.4	82.7	83	0.0

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- · Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	13.2	22.2	13.7	7.8	8.6	9.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Emergency preparedness manuals were developed with staff input and are accessible in each classroom and office. The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. The school's staff and students participate in the required evacuation practices.

The school also has the support and services of an on-site School Resource Officer through the auspices of the Sacramento County Sheriff's Department, and two full time probation officers on campus. Safety practices and procedures are reviewed and updated regularly.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average	# of	2016-17 # of Classes* Size 23-32	# of	Average	# of	# of	# of	Average	# of	# of	2018-19 # of Classes* Size 33+
English	6	15			7	17			4	23		
Mathematics	7	9			12	8			4	15		
Science	6	9			11	7			5	14		
Social Science	7	10			9	14			4	34	1	

^{*}Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

^{*}One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,692	\$4,784	\$8,908	\$73,531
District	N/A	N/A	\$2,595	
Percent Difference - School Site and District	N/A	N/A	109.8	
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	17.1	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Special Education Department at SCOE offers special education services to students who attend Elinor Lincoln Hickey Jr./Sr. High School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending Elinor Lincoln Hickey Jr./Sr. High School receive special education services through the Resource Specialist Program, which is staffed by credentialed special education teachers and special education technicians.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The educational staff of the Sacramento County Office of Education possess expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, project based learning, review and analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long term goals, and needs as it relates to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

Gerber Jr./Sr. High School

School Accountability Report Card

2019 - 2020



Gerber Jr./Sr. High School School Accountability Report Card Reported Using Data from the 2018-19 School Year

Published During 2019-20

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Gerber Jr./Sr. High School
Street	8401 Gerber Road, Suite A
City, State, Zip	Sacramento, CA 95828
Phone Number	(916) 228-2329
Principal	Chris Aland
Email Address	caland@scoe.net
County-District-School (CDS) Code	34-10348-0118745

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Gerber Jr./Sr. High School is a community school dedicated to helping at-risk youth reach their full potential academically, behaviorally, and socially. While the focus at Gerber Jr./Sr. High School is academic success, teachers and staff understand that before learning can take place we must first address the deeper issues that prevented success. Once emotional needs are addressed, students can increase their literacy and mathematics competencies, earn credit, gain job skills, graduate from high school and transition into a post-secondary environment. Besides providing strong behavioral supports, the staff works with students to develop an individual success plan created to help set realistic goals they can accomplish while at our school. Our students are exposed to data driven instruction designed to remediate and accelerate the curriculum based on the student's individual strengths and weaknesses. We provide a small campus setting with a modified schedule that mirrors a comprehensive program while allowing staff and students to forge close, trusting relationships. Each student is encouraged to participate in mentoring, athletics, and Career Technical Education (CTE). Guest speakers, assemblies, field trips, vocational goal setting, career exploration/readiness and academic tutoring are just a few opportunities for our students.

School Description and Mission

Gerber Jr./Sr. High School has been in operation since 2006. Since 2008, it has functioned as a community school of the Sacramento County Office of Education. The site serves public school students in grades 7-12 referred by a School District, the Probation Department, or the School Attendance Review Board (SARB). Students either transition back to their home district after one or two successful semesters and completion of district return requirements; or complete their education at Gerber with a high school diploma.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	1
Grade 7	49
Grade 8	80
Grade 9	24
Grade 10	24
Grade 11	15
Grade 12	102
Total Enrollment	295

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	20
American Indian or Alaska Native	2
Asian	3.1
Filipino	1.7
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	0.7
White	23.7
Two or More Races	5.8
Socioeconomically Disadvantaged	71.9
English Learners	10.2
Students with Disabilities	1.7
Foster Youth	2
Homeless	8.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	4	17	69
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	 Adopted 06/2016: SpringBoard (CollegeBoard), Inside/Edge (National Geographic Learning/Cengage Learning), Read 180 (Houghton Mifflin Harcourt Intervention) 	Yes	0
Mathematics	Adopted 06/2015: California Math (McGraw Hill), Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	Adopted 08/2008: Physical Science (Glencoe), Earth Science (AGS), Life Science (Glencoe) Life Science (AGS) Biology: Cycles of Life (Pearson Publishing/AGS) Physical Science (Pearson Publishing/AGS) Pacemaker Biology (Pearson Publishing/AGS) Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)	Yes	0







VIII.A.3.31.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	 Adopted May 2018 Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) Discovering Our Past: A History of the United States (McGraw Hill-Networks) United States History and Geography (McGraw Hill-Networks) United States History and Geography, Modern Times (McGraw Hill-Networks) United States Government: Our Democracy (McGraw Hill-Networks) Understanding Economics (McGraw Hill-Networks) 	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Gerber Jr./Sr. High School consists of four student classroom areas and a multi-purpose room. A safe and clean environment is provided for students and staff by full-time maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a Work Order System. Cleaning schedules have been developed to ensure proper cleaning of the site on a daily, weekly, and quarterly basis. Ongoing inspections are performed to ensure the site meets or exceeds good repair standards.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: May 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	11	15	30	34	50	50
Mathematics (grades 3-8 and 11)	0	3	28	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.



CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	246	130	52.85	47.15	14.96
Male	159	85	53.46	46.54	12.20
Female	87	45	51.72	48.28	20.00
Black or African American	43	15	34.88	65.12	6.67
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	95	44	46.32	53.68	9.52
Native Hawaiian or Pacific Islander					
White	65	51	78.46	21.54	24.00
Two or More Races	24	7	29.17	70.83	14.29
Socioeconomically Disadvantaged	175	87	49.71	50.29	12.94
English Learners	41	25	60.98	39.02	4.17
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	19	6	31.58	68.42	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	246	126	51.22	48.78	3.20
Male	159	81	50.94	49.06	5.00
Female	87	45	51.72	48.28	0.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	43	13	30.23	69.77	0.00
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	95	43	45.26	54.74	0.00
Native Hawaiian or Pacific Islander					
White	65	50	76.92	23.08	8.00
Two or More Races	24	7	29.17	70.83	0.00
Socioeconomically Disadvantaged	175	84	48.00	52.00	2.41
English Learners	41	23	56.10	43.90	0.00
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	19	6	31.58	68.42	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Students at Gerber Jr./Sr. High Schooll are offered CTE employability skills to assist them in preparing for college and career upon transition from school. Students also had the option of enrolling in Construction, Nursery and Landscaping, or Culinary Arts at the E.L. Hickey or Leo A. Palmiter site. All students participated in at least one CTE opportunity. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade <i>Level</i>	Percentage of Students	Percentage of Students	Percentage of Students
	Meeting Four of Six	Meeting Five of Six	Meeting Six of Six
	Fitness Standards	Fitness Standards	Fitness Standards
9	28.6	32.1	

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parental Involvement

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact Gerber Jr./Sr. High School for additional information regarding becoming a member of the School Site Council or participating in other school and district advisory meetings. For more information on parental involvement, contact Chris Aland at 916-228 2339.



State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (One Year Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	23.1	27.3	0.0	36.8	33.1	0.0	9.1	9.6	0.0
Graduation Rate	28.8	21.2	62	20.8	22.3	66.4	82.7	83	85.9

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	21.2	6.1	10.1	7.8	8.6	11.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Emergency preparedness manuals are developed with staff input in coordination with the Elk Grove Unified School District's Adult Education Program (with whom we share building space). The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. The school's staff and students participate in regularly scheduled evacuation practices. Safety practices and procedures are reviewed and updated regularly.

Average Class Size and Class Size Distribution (Secondary)

					ì							
	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average	# of	# of	# of	Average	# of	# of	# of	Average	# of	# of	# of
Subject	Class	Classes*	Classes*	Classes*	Class	Classes*	Classes*	Classes*	Class	Classes*	Classes*	Classes*
	Size	Size	Size	Size	Size	Size	Size	Size	Size	Size	Size	Size
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	13	1		6	14	1		11	24		1
Mathematics	10	6			7	12	1		10	17	1	
Science	9	10			8	8	1		7	18		
Social Science	9	15			6	18	1		9	27	1	1

^{*}Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

^{*}One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,514	\$3,916	\$10,598	\$93,388
District	N/A	N/A	\$2,595	
Percent Difference - School Site and District	N/A	N/A	121.3	
State	N/A	N/A	\$7,506.64	_
Percent Difference - School Site and State	N/A	N/A	34.1	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

The educational staff of the Sacramento County Office of Education possess expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, implementing 504 plans, review and analysis of data, and curriculum-specific training in English-Language Arts, mathematics, social studies, and career-technical education (CTE). Our goal is to provide students with a challenging learning environment respectful of their interests, short and long term goals, and needs as it relates to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

North Area Community School

School Accountability Report Card 2019 - 2020



North Area Community School School Accountability Report Card Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	North Area Community School
Street	4000 Pinell Street
City, State, Zip	Sacramento, CA 95838
Phone Number	(916) 228-2073
Principal	Lisa Alcalá
Email Address	lalcala@scoe.net
County-District-School (CDS) Code	34-10348-0106245

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

School Description and Mission Statement (School Year 2019-20)

Principal's Message

North Area Community School is dedicated to helping at-risk youth reach their full potential academically, behaviorally, and socially. While the focus at North Area Community School is academic success, teachers and staff understand that before learning can take place we must first address the deeper issues that prevented success. Once emotional needs are addressed, students can increase their literacy and mathematics competencies, earn credit, gain job skills, graduate from high school and transition into a post-secondary environment. Besides providing strong behavioral supports, the staff works with students to develop an individual success plan created to help set realistic goals they can accomplish while at our school. Our students are exposed to data driven instruction designed to remediate and accelerate the curriculum based on the student's individual strengths and weaknesses. We provide a small campus setting with a modified schedule that mirrors a comprehensive program while allowing staff and students to forge close, trusting relationships. Each student is encouraged to participate in mentoring and extra curricular activities. Guest speakers, assemblies, field trips, vocational goal setting, career exploration/readiness and academic tutoring are just a few opportunities for our students.

School Description and Mission

North Area Community School serves students in grades 7-12, who live within school districts in the north and northwest portions of Sacramento County and are referred by school districts, the Probation Department, or School Attendance Review Boards (SARBs). Our curriculum is aligned to California State Standards, and is infused with career technical education to provide learning experiences for each student. Our mission is to address the needs of students who have been unsuccessful in traditional school settings. We treat each student with dignity and respect and create an environment where students thrive. Students typically attend the program for two semesters before returning to their home district or completing their education with a high school diploma.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 8	1
Grade 9	1
Grade 10	6
Grade 11	5
Grade 12	55
Total Enrollment	68

Student Enrollment by Group (School Year 2018-19)

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Student Group	Percent of Total Enrollment					
Black or African American	38.2					
Asian	1.5					
Hispanic or Latino	38.2					
Native Hawaiian or Pacific Islander	4.4					
White	10.3					
Two or More Races	7.4					
Socioeconomically Disadvantaged	89.7					
English Learners	8.8					
Students with Disabilities	10.3					
Foster Youth	4.4					
Homeless	11.8					

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- · School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	3	4	69
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.





Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016:	Yes	0
Mathematics	Adopted 06/2015: California Math (McGraw Hill), Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	Adopted 08/2008: Physical Science (Glencoe), Earth Science (AGS), Life Science (Glencoe) Life Science (AGS) Biology: Cycles of Life (Pearson Publishing/AGS) Physical Science (Pearson Publishing/AGS) Pacemaker Biology (Pearson Publishing/AGS) Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	 Adopted May 2018 Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) Discovering Our Past: A History of the United States (McGraw Hill-Networks) United States History and Geography (McGraw Hill-Networks) United States History and Geography, Modern Times (McGraw Hill-Networks) United States Government: Our Democracy (McGraw Hill-Networks) Understanding Economics (McGraw Hill-Networks) 	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

North Area Community High School consists of six student classroom areas, a multipurpose room and an administration building. A safe and clean environment is provided for students and staff by full-time SCOE maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a Work Order System. Cleaning schedules have been developed to ensure proper cleaning of the site on a daily, weekly and quarterly basis. Ongoing inspections are performed to ensure the site meets or exceeds good repair standards.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: May 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	0	17	30	34	50	50
Mathematics (grades 3-8 and 11)	0	0	28	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.





CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	6	6.67	93.33	16.67
Male	61	5	8.20	91.80	20.00
Female	29	1	3.45	96.55	0.00
Black or African American	31	2	6.45	93.55	50.00
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	34	2	5.88	94.12	0.00
Native Hawaiian or Pacific Islander					
White	13	0	0.00	100.00	0.00
Two or More Races					
Socioeconomically Disadvantaged	77	6	7.79	92.21	16.67
English Learners	14	1	7.14	92.86	0.00
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	15	2	13.33	86.67	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	5	5.56	94.44	0.00
Male	61	4	6.56	93.44	0.00
Female	29	1	3.45	96.55	0.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	31	2	6.45	93.55	0.00
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	34	2	5.88	94.12	0.00
Native Hawaiian or Pacific Islander					
White	13	0	0.00	100.00	0.00
Two or More Races					
Socioeconomically Disadvantaged	77	5	6.49	93.51	0.00
English Learners	14	1	7.14	92.86	0.00
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	15	1	6.67	93.33	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Students at North Area Community School are offered CTE employability skills to assist them in preparing for college and career upon transition from school. Students also had the option of enrolling in Construction, Nursery and Landscaping, or Culinary Arts at the E.L. Hickey or Leo A. Palmiter site. All students participated in at least one CTE opportunity. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	41
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade <i>Level</i>	Percentage of Students	Percentage of Students	Percentage of Students
	Meeting Four of Six	Meeting Five of Six	Meeting Six of Six
	Fitness Standards	Fitness Standards	Fitness Standards
9	**	**	**

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact North Area Community School for additional information regarding becoming a member of the School Site Council or participating in other school and district advisory meetings. For more information on parental involvement, contact Lisa Alcalá at 916-228-2073.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- · High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (One Year Rate)

		•		•					
Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	26.3	32.8	3.6	36.8	33.1	0.0	9.1	9.6	0.0
Graduation Rate	28.1	29.3	78.3	20.8	22.3	66.4	82.7	83	85.9

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.4	17.6	6.7	7.8	8.6	11.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Emergency preparedness manuals were developed with staff input and are accessible in each classroom and office. The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. The school's staff and students participate in the required evacuation practices.

The school also has "on-call" support and services of the Twin Rivers Unified School District's police force. Safety practices and procedures are reviewed and updated regularly.

Average Class Size and Class Size Distribution (Secondary)

ATC: age class	UU U				(0000	<u>∽.,,</u>						
Subject	Average	# of	# of	# of	Average	# of	# of	# of	Average	# of	2018-19 # of Classes* Size 23-32	# of
		1-22	23-32	33+		1-22	23-32	33+		1-22	25-32	33+
English	9	14			9	13			5	12		
Mathematics	7	9			13	9			8	6		
Science	6	12			6	13			4	9		
Social Science	6	15			8	17			6	10		

^{*}Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

^{*}One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,029	\$5,938	\$11,090	\$88,043
District	N/A	N/A	\$2,595	
Percent Difference - School Site and District	N/A	N/A	124.2	
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	38.5	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Special Education Department at SCOE offers special education services to students who attend North Area Community School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending the North Area Community School receive special education services through the Resource Specialist Program, which is staffed by credentialed special education teachers and special education technician.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The educational staff of the Sacramento County Office of Education possess expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, project based learning, review and analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long term goals, and needs as it relates to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

Leo A. Palmiter Jr./Sr. High School

School Accountability Report Card

2019 - 2020

Leo A. Palmiter Jr./Sr. High School School Accountability Report Card Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Leo A. Palmiter Jr./Sr. High School
Street	2040 Ethan Way
City, State, Zip	Sacramento, CA 95825
Phone Number	916-228-2020
Principal	Lauren Roth
Email Address	Iroth@scoe.net
County-District-School (CDS) Code	34-10348-0106229

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

School Description and Mission Statement (School Year 2019-20)

Leo A. Palmiter Jr./Sr. High School provides education to special needs students with the primary disability of Emotional Disturbance (ED). Our program meets the unique educational, behavioral, and mental health needs of our students and offers a range of services that promote a positive learning environment. Students are referred directly from the local school districts of Sacramento County that are unable to provide the more highly structured behavioral support program as well as vocational opportunities. During the 2018-2019 school year, school psychologists provided educationally-related mental health services (ERMHS). In addition, students were provided a standards-based educational program that was supported by a strong career technical emphasis. The Leo A. Palmiter program is divided into three Linked Learning Pathways: Discovery Academy (pre-vocational skills for grades 7-8), Culinary Arts, and Sustainable Environments Academies (grades 9-12). Each Linked Learning Pathway connects core academics with real-world experience within various fields. Coursework is coordinated with the Career Technical Education (CTE) programs, such as Culinary Arts and Hospitality, Horticulture, and Northern California Construction Training (NCCT).



Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	3
Grade 8	9
Grade 9	15
Grade 10	13
Grade 11	9
Grade 12	16
Total Enrollment	65

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	38.5
American Indian or Alaska Native	1.5
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	1.5
White	26.2
Two or More Races	1.5
Socioeconomically Disadvantaged	49.2
English Learners	4.6
Students with Disabilities	100
Foster Youth	4.6
Homeless	4.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they
 are teaching;
- Pupils have access to standards-aligned instructional materials; and
- · School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	8	7	69
Without Full Credential	1	2	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

Reading/Language Arts

- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: SpringBoard (CollegeBoard), Inside/Edge (National Geographic Learning/Cengage Learning), Read 180 (Houghton Mifflin Harcourt Intervention)	Yes	0
Mathematics	Adopted 06/2015: California Math (McGraw Hill), Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	Adopted 08/2008: Physical Science (Glencoe), Earth Science (AGS), Life Science (Glencoe) Life Science (AGS) Biology: Cycles of Life (Pearson Publishing/AGS) Physical Science (Pearson Publishing/AGS) Pacemaker Biology (Pearson Publishing/AGS) Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)	Yes	0
History-Social Science	 Adopted May 2018 Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) Discovering Our Past: A History of the United States (McGraw Hill-Networks) United States History and Geography (McGraw Hill-Networks) 	Yes	0

 United States History and Geography, Modern Times (McGraw Hill-Networks) United States Government: Our Democracy (McGraw Hill- Networks) Understanding Economics (McGraw Hill-Networks)

School Facility Conditions and Planned Improvements (Most Recent Year)

Palmiter Jr./Sr. High School meets current building codes for safety. Facilities inspections are ongoing and custodial services are provided to ensure a healthy environment for students and staff. During the Summer of 2012, this school site underwent modernization that included replacement of windows, lighting, flooring, cabinetry, HVAC equipment, paint, signal systems, and updates to meet current Americans with Disabilities Act (ADA) codes. Classrooms and restrooms are adapted and equipped to meet the students' needs. Teachers and classroom staff are provided with supplies that enable them to have a healthy environment. The facilities at Leo A. Palmiter Jr./Sr. High School have met all ongoing inspections and are in good repair.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: March 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	





B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to
 the University of California and the California State University, or career technical education sequences or programs
 of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	0	0	30	34	50	50
Mathematics (grades 3-8 and 11)	0	0	28	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.



CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	19	59.38	40.62	0.00
Male	25	14	56.00	44.00	0.00
Female					
Black or African American	15	10	66.67	33.33	0.00
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	21	13	61.90	38.10	0.00
English Learners					
Students with Disabilities	32	19	59.38	40.62	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	24	75.00	25.00	0.00
Male	25	18	72.00	28.00	0.00
Female					
Black or African American	15	11	73.33	26.67	0.00
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	21	15	71.43	28.57	0.00
English Learners					
Students with Disabilities	32	24	75.00	25.00	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

	<u> </u>							
Subject		School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19	
	Science (grades 5, 8 a	nd high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Transition Services, or the "School-to-World Program", is a very important thread that runs through the fabric of the Career Technical Education (CTE) program at Leo A. Palmiter's Jr./Sr. High School. Through research-based "best practices", the school offers functional skills assessment, trainings in self-determination, social skills, and employment skills, as well as connections to the community to help students participate in society to the highest degree possible. Some of the school/business partnerships at the school include:

- California Restaurant Association
- Community Partnerships of Sacramento
- Country Waffles
- Department of Rehabilitation
- Dimple Records
- Deseret Industries
- Dollar Tree Stores
- Dugout Deli
- Eskaton Senior Living Communities
- Fulton El Camino Parks & Recreation
- Goodwill Industries
- Habitat for Humanity
- Hair by Michael Jo
- Johnny Rockets
- Mobile Auto Express
- Nor-Cal Woodturner's Association
- Performance Bicycle
- Petco
- River Valley Feed Store
- Sam's Club
- Soil Born Farms
- Subway
- Sacramento Municipal Utilities District (SMUD)
- Sacramento Tree Foundation
- UC Davis Health System

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	54
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade <i>Level</i>	Grade Level Percentage of Students Meeting Four of Six Fitness Standards		Percentage of Students Meeting Six of Six Fitness Standards		
5	N/A	N/A	N/A		
7					
9	0	0	0		

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

As partners in the educational process, parents and guardians play an important role in the education of their student. With their support, students' educational, social, and emotional growth will be optimized. Parent support is delivered in many different ways. Various opportunities for parental and guardian involvement, including the Individualized Education Program (IEP) plan, are available. Each student's education plan is reviewed annually or more often if needed. Parents and guardians are encouraged and invited to attend special events such as Back-to–School Night, Open House, and other academy events such as the weekly opening of our student-run restaurant. School Site Council, Safety Committees, Curriculum Adoption, and Local Control and Accountability Plan (LCAP) meetings are additional opportunities for parents and guardians to have positive input in their child's education.





State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- · High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (One Year Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate		28.6	55.6	41.8	36.8	33.1	9.7	9.1	9.6
Graduation Rate		28.6	27.8	14.3	20.8	22.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	36.6	55.6	63.6	7.8	8.6	11.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A comprehensive school safety plan is in place at Palmiter Jr./Sr. High School. The elements of the plan include Fire Emergency Procedures, Lockdown Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. School-wide and classroom expectations are taught and reinforced through a Positive Interventions and Supports (PBIS). Students are supported with behavior interventions, mentoring, and group counseling depending on their level of need through the school's Multi-Tiered System of Supports (MTSS).

All classes adhere to the safety plan; staff and students review safety procedures quarterly. A School Resource Officer (SRO) is on-site at the Palmiter school campus and interacts with students and staff, providing instruction in safety and emergency situations. A School Safety Committee meets on a regular basis to review safety procedures at Palmiter Jr./Sr. High School. Parents are informed of the campus Safety Plan through a quarterly newsletter.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average	# of	# of	# of	Average	# of	# of	# of	Average	# of	2018-19 # of Classes* Size 33+
English	10	8			10	8			8	8	
Mathematics	10	8			10	8			8	8	
Science	10	8			10	8			8	8	
Social Science	10	8			10	8			8	8	

^{*}Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

^{*}One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$60,982	\$60,575	\$407	\$78,613
District	N/A	N/A	\$2,595	
Percent Difference - School Site and District	N/A	N/A	-145.8	
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	-179.4	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Special Education Department SCOE offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or the county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development opportunities are provided throughout the year with staff meetings, and school-based trainings. Staff training opportunities have been offered in the areas of reading comprehension, vocabulary development, writing, and the integration of technology and visual arts in the curriculum. Workshops in the area of positive behavior interventions and supports are developed to assist the instructional staff with evaluating and improving the classroom and school-wide systems. Additionally, teacher requests for professional growth workshops are approved by administration.

ED Special Education

School Accountability Report Card

2019 - 2020

Sacramento County ED Special Education School Accountability Report Card Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sacramento County ED Special Education
Street	10474 Mather Blvd.
City, State, Zip	Mather, CA 95655
Phone Number	(916)288-2381
Principal	Erik Crawford, Kathy Johnson
Email Address	
Website	www.scoe.net
County-District-School (CDS) Code	34-1034801-06294

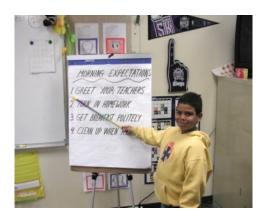
Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

School Description and Mission Statement (School Year 2019-20)

Principals' Message

This report card provides parents, guardians, and the community with valuable information regarding the SCOE programs that serve students with disabilities including Emotional Disturbance (ED). This report will provide a variety of topics for your review, including student achievement, school safety, teacher/staff information, and curriculum and instructional materials. We hope you find the report card an informative and useful tool to become more familiar with SCOE Special Education programs. We believe parent/guardian involvement is an essential component of a successful program SCOE welcomes your participation and input to continue improving student achievement. Our vision for the SCOE Elementary and Galt High ED programs is to prepare our students to become career, college and community ready by building upon a solid foundation of academics in a safe, nurturing, and respectful environment. This includes helping our students learn how to communicate effectively, analyze and solve problems, get along with others, think critically and make responsible decisions.

• Erik Crawford and Kathy Johnson



School Description and Mission

SCOE serves elementary and high school students with disabilities including Emotional Disturbance in classes located on comprehensive district campuses in the northern part of the county and in Galt. The location of these classes enables students to receive the special services they need to succeed in school, and also have access to the core curricular materials addressing the standards for their grade levels. In addition, location on comprehensive campuses facilitates interaction between special education and general education students, which increases the social opportunities for our students. The Special Education Department of SCOE offers a range of services to students with social emotional challenges that promote a positive learning environment. Teachers provide instruction using state adopted, Common Core standards-based curriculum, as well as incorporating learning strategies and materials which are specifically designed for each student. Our social skills curriculum Second Step is designed to increase students' social emotional needs which develop decision making and self-regulation skills. An additional school wide support is the implementation of an evidence-based Positive Behavior Intervention and Support (PBIS) program.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 2	4
Grade 3	6
Grade 4	9
Grade 5	6
Grade 6	12
Grade 9	3
Grade 10	2
Grade 11	7
Grade 12	3
Total Enrollment	52

Student Enrollment by Group (School Year 2018-19)

ottache Emoninent by Group (School real 2010 15)				
Percent of Total Enrollment				
28.8				
21.2				
34.6				
5.8				
71.2				
1.9				
100				
1.9				



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	4	5	69
Without Full Credential	1	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:



- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016:	Yes	0
Mathematics	Adopted 06/2015: California Math (McGraw Hill), Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	Adopted 08/2008: Physical Science (Glencoe), Earth Science (AGS), Life Science (Glencoe) Life Science (AGS) Biology: Cycles of Life (Pearson Publishing/AGS) Physical Science (Pearson Publishing/AGS)	Yes	0

	 Pacemaker Biology (Pearson Publishing/AGS) Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS) 		
History-Social Science	Adopted 12/2006 and 08/2007: Social Studies (Prentice Hall) Pacemaker World History (AGS Globe Fearon) AGS World History (AGS Globe Fearon) Globe Fearon World History (AGS Globe Fearon) Pacemaker U.S. History (AGS Globe Fearon) AGS History of Our Nation: 1865 to Present (AGS Globe Fearon) Globe Fearon American History (AGS Globe Fearon) Magruder's American Government (Prentice Hall) Economics Today and Tomorrow (Glencoe)	Yes	0



School Facility Conditions and Planned Improvements (Most Recent Year)

SCOE provides instructional services in a wide variety of school settings. The classrooms are located on integrated district sites, and are maintained to ensure the health and safety of the students and staff who use the room daily. SCOE collaborates with district personnel to provide appropriate building maintenance. The facilities are maintained in a safe condition and there are procedures in place to quickly address health and safety issues once they have been identified. SCOE's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are locks on exterior gates to ensure security in our schools.

The reported school facility repair status represents a compilation of Facility Inspection Tool results from the various district sites where the classroom are hosted.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Extreme deficiency with systems within the 50's buildings. Buildings slated to be removed during the summer of 2019. Until such time, programs will be in alternate buildings.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	This is a temporary placement for the program while the site undergoes construction during the 2019/2020 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Poor	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to
 the University of California and the California State University, or career technical education sequences or programs
 of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	8	8	30	34	50	50
Mathematics (grades 3-8 and 11)	0	4	28	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	26	66.67	33.33	8.33
Male	33	24	72.73	27.27	8.70
Female					
Black or African American	13	12	92.31	7.69	0.00
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	13	7	53.85	46.15	16.67
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	32	19	59.38	40.62	0.00
English Learners					
Students with Disabilities	39	26	66.67	33.33	8.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	27	69.23	30.77	3.85
Male	33	25	75.76	24.24	4.00
Female					
Black or African American	13	12	92.31	7.69	0.00
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	13	7	53.85	46.15	14.29
Two or More Races					
Socioeconomically Disadvantaged	32	21	65.63	34.37	0.00
English Learners					
Students with Disabilities	39	27	69.23	30.77	3.85
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Based upon student needs in the area of school-to-career transition, school/business partnerships continue between SCOE and various businesses throughout the Sacramento area. As a result of these partnerships, students were placed in paid internships and received on-the- job training. Students with more significant disabilities prepare for post-school life by participating in curriculum designed to maximize independence and develop skills related to their transition goals. Many of their activities take place in the community and are based on typical adult life activities.

Several projects, grants, and programs have been developed by SCOE to implement school-to- career transition services for special education high school students. The WorkAbility Program is designed to provide and promote comprehensive pre-employment, employment, worksite training, and follow-up services for youth in special education who are making the transition from school to the world of work. The Workability I Program provides funding to students with disabilities to help them prepare to transition successfully from school to the adult world. Students participate in curriculum designed to maximize independence and develop skills related to post-secondary education, gainful employment, post self-advocacy, and community mobility. Many activities provided from the WorkAbility team relate to independent living skills, social skill development and self –determination. In addition, students and their families are connected to adult services providers as an additional support post-high school.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation				
Number of Pupils Participating in CTE	0				
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma					
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0				

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade <i>Level</i>	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	0	0	100%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and guardians play an important role in the education of their children. With their support, student's educational, social-emotional growth is optimized. The parents/guardians of students enrolled in special education classes with social emotional needs have various opportunities for involvement. The primary opportunity is the Individualized Education Program (IEP) plan which is reviewed at least annually and more often if needed. Included with each report card is written information regarding their student's progress on goals described in the IEP. Parents/guardians may also participate in volunteer opportunities such as serving as chaperones on field trips as well as school events and assemblies. Orientations are held for upcoming freshmen and seventh grade students and their parents/guardians to ensure a smooth transition.

Additionally, parents/guardians are informed of their student's progress in school on a daily basis through teacher communication verbally or in writing on behavior contracts. As partners in the educational process, parents/guardians provide additional opportunities to their children to practice learned skills. Annually, parents/guardians are invited to attend Back-To-School Night and Open House and participate in the site decision-making process through bi-monthly and quarterly trainings and meetings. Please contact the Principal for additional information.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (One Year Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate				41.8	36.8	33.1	9.7	9.1	9.6
Graduation Rate				14.3	20.8	22.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	28.4	25.4	27.8	7.8	8.6	11.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

All of the classes in the Special Education program are located on campuses of schools within the districts that SCOE serves. Elements of the school safety plan include Fire Emergency Procedures, Shelter in Place Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. Each classroom has an emergency procedure chart for immediate access. A Safety Committee reviews the existing safety plan on an annual basis and staff meetings may involve ongoing reviews of the Site's Safety Plan.

The Site Safety Plan includes school discipline procedures, expulsion policies, sexual harassment training, Child Protective Services training, safe and orderly entry and departure, rules and procedures on school discipline, and crime reporting. These documents can also be found in the student handbook.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

		2	016-17			2017-18				2018-19			
Grade Level	Avg. Number of Classes				indiliber of classes			Avg.	Num	ber of Cla	sses		
Level	Class Size	1-20	21-32	33+	Class Size	1-20	21-32	33+	Class Size	1-20	21-32	33+	
Self-Contained*	10	4			7.5	4			9	4			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

	2016-17			2017-18			2018-19					
Subject Avg. Class Size	Avg.	Avg. Number of Classrooms		Avg.	Number of Classrooms		Avg. Number of Classr		srooms			
	1 22	23-32	33+	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+	
Self-Contained*	6.5	2	·		7	1	·		15	1	·	

^{*}Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

^{*}One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

^{*}Data Source: SCOE CALPADS Report. Note – beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.

^{*}Data Source: SCOE CALPADS Report. Note - beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$60,982	\$60,575	\$407	\$78,613
District	N/A	N/A	\$2,595	
Percent Difference - School Site and District	N/A	N/A	-145.8	
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	-179.4	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Special Education Department SCOE offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or the county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development opportunities are provided throughout the year with staff meetings, and school-based trainings. The elementary programs incorporated English Language Arts Common Core State Standard coaching of instructional techniques, consultations to improve student performance, and assistance in establishing school-wide or grade level programs to support student achievement. Staff training opportunities have been offered in the areas of reading comprehension, vocabulary development, writing, and the integration of technology and visual arts in the curriculum. Student behavior improvement goals are reviewed weekly. Workshops in the area of positive behavior interventions and supports are developed to assist the instructional staff with evaluating and improving the classroom and school-wide systems. Additionally, teacher requests for professional growth workshops are approved by administration. Specific focus will continue to be placed on student application of the California Common Core Standards, mental health and designated social skill curriculum. A strategic process has been implemented to monitor and document intervention plans for struggling students.

Mod/Severe Special Education

School Accountability Report Card

2019 - 2020

Sacramento County Mod/Severe Special Education School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information		
School Name	Sacramento County Mod/Severe Special Education		
Street	10474 Mather Blvd.		
City, State, Zip	Mather, CA 95655		
Phone Number	(916) 228-2381		
Principal	Erik Crawford, Kathy Johnson and Randy Olson		
Email Address			
Website	www.scoe.net		
County-District-School (CDS) Code	34-1034801-06294		

Entity	Contact Information
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	
Website	www.scoe.net

School Description and Mission Statement (School Year 2019-20)

The Special Education Department at SCOE offers a range of services to students with moderate to severe disabilities that promote an engaging and positive learning environment. Using a standards-aligned resource, the Special Education Administrators of County Offices (SEACO) Curriculum Guide for Students with Moderate to Severe Disabilities, teachers are providing instruction that addresses the state standards and is adapted to meet the individual learning needs of each student. In addition, implementation of the Mobility Opportunities Via Education (MOVE) Curriculum further addresses the special needs of students to facilitate access to educational and community opportunities. Services provided by highly qualified specialists in the fields of speech and language development, vision, orientation and mobility, and nursing ensure a program that educates the whole child. Students are educated in classrooms located on general education campuses throughout the county, which provides opportunities to interact with non-disabled peers on a daily basis. Peer tutor programs give typically developing peers an opportunity to learn about people with disabilities while enriching the special education classroom with their youthful energy. Students with and without disabilities benefit from this ongoing interaction.



Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	3
Grade 1	8
Grade 2	7
Grade 3	11
Grade 4	11
Grade 5	11
Grade 6	10
Grade 7	14
Grade 8	19
Grade 9	17
Grade 10	27
Grade 11	10
Grade 12	77
Total Enrollment	225

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.9
Asian	10.2
Filipino	1.3
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.9
White	28
Two or More Races	2.7
Socioeconomically Disadvantaged	39.6
English Learners	22.7
Students with Disabilities	100
Foster Youth	0.9
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20	
With Full Credential	23	19	19	69	
Without Full Credential	1	4	4	5	
Teaching Outside Subject Area of Competence (with full credential)		0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

All students with severe disabilities have access to standards-based core curriculum that is linked to the following alternate assessment areas: communication, self-care/independent living, mobility/motor skills, functional academics, vocational, social emotional, and recreation/leisure. The adopted curriculum addresses the unique needs of each student while addressing independence and self-advocacy.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	n2y, LLC: UNIQUE Learning System / 2015	No	0
Mathematics	n2y, LLC: UNIQUE Learning System / 2015	No	0
Science	n2y, LLC: UNIQUE Learning System / 2015	No	0
History-Social Science	n2y, LLC: UNIQUE Learning System / 2015	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Each classroom that houses a class for students with severe disabilities is maintained to ensure the health and safety of the students and staff who use the room daily. SCOE collaborates with district personnel to provide appropriate building maintenance. Teachers and classroom staff are provided with supplies that enable them to have a healthy environment. All of the facilities meet current building codes for safety, and are maintained to ensure the health and safety of the students and staff who use classrooms daily.

Facilities inspections are ongoing, and custodial services are provided to ensure a healthy environment for students and staff. SCOE's maintenance staff ensures that the repairs necessary to keep the schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service, and emergency repairs are given the highest priority. Classrooms and restrooms are adapted and equipped to meet the students' needs. Some buildings housing programs for students with severe disabilities are older; SCOE is addressing the repairs and updating of these facilities in a methodical manner, as resources will allow.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	0.0		30	34	50	50
Mathematics (grades 3-8 and 11)	0.0		28	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Dropout Rate and Graduation Rate

There are no dropouts or graduates for students in our Mod/Severe classrooms. The SCOE Special Education programs for severely handicapped students follow an alternative, standards-based curriculum that addresses the individual student goals as delineated in their Individualized Education Program (IEP) plan. This curriculum focuses on functional skills and does not lead to a diploma as defined by California Education Code; students are recognized with a Certificate of Achievement.

WorkAbility

The WorkAbility Program provides funding to students with significant disabilities to help them prepare to transition successfully from school to the adult world. Students participate in curriculum designed to maximize independence and develop skills related to transition goals. Many of the activities take place in the community and are based on typical adult life activities. In addition, students and their families are connected to adult service providers to make the transition as seamless as possible.

Mobility Opportunities Via Education Curriculum (MOVE)

Mobility Opportunities Via Education (MOVE) is an internationally known curriculum designed to promote enhanced learning for students with significant physical disabilities through positioning and movement with support. Students practice motor skills while engaging in other educational or recreational activities. The concept "move to do what?" is the basis of this practice. The curriculum is research based and includes a systematic process of recording progress for each individual. SCOE has implemented this curriculum for many years and in 2007 became a Model Demonstration Site.



Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade <i>Level</i>	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and guardians of students enrolled in special education classes designed to serve students with moderate to severe disabilities have various opportunities for involvement. The primary opportunity is the Individualized Education Program (IEP) plan. Each student's education plan is reviewed at least annually and more often if needed. Parents and guardians are provided with written information regarding their student's progress on goals delineated in the IEP. Meetings are scheduled to enable parents and guardians to attend and provide their input into the progress and planning for their student.

During the last school year, and as part of our continued implementation of the MOVE Program, moderate/severe programs focused on practical support to increase our partnerships with parents, guardians, and primary caregivers.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.





Dropout Rate and Graduation Rate (One Year Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	7.1	18.2	4.5	41.8	36.8	33.1	9.7	9.1	9.6
Graduation Rate	0	0	0	14.3	20.8	22.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	1.2	7.8	8.6	11.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

All of the classes in the Special Education program are located on campuses of schools within the districts that SCOE serves. Elements of the school safety plan include Fire Emergency Procedures, Shelter in Place Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. Each classroom has an emergency procedure chart for immediate access. A Safety Committee reviews the existing safety plan on an annual basis and staff meetings may involve ongoing reviews of the Site's Safety Plan. The classroom staff ensure that the front office has essential information for each student enrolled in the SCOE class and have a plan in place with their colleagues for getting assistance in evacuating students who are not independently mobile. Classroom staff are trained in bloodbourne pathogens, mandated reporter, first aid and CPR.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

	2016-17					2017-18				2018-19			
Grade Level	Avg.	Nu	ımber of C	lasses	Avg. Class	Num	nber of Cla	sses	Avg.	Num	ber of Cla	sses	
2010.	Class Size	1-20	21-32	33+	Size	1-20	21-32	33+	Class Size	1-20	21-32	33+	
Self-Contained*	9.5	6			11	6			9	7			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

	2016-17				•	2017-18				2018-19			
Subject	Avg.	Numb	er of Clas	srooms	Avg.	Numb	er of Clas	srooms	Avg.	Numb	er of Clas	srooms	
	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+	
Self-Contained*	9	19			10	19			10	16			

^{*}Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

^{*}Data Source: SCOE CALPADS Report. Note - beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.



^{*}Data Source: SCOE CALPADS Report. Note – beginning in 2012-2013, courses for students in grades 7-12 were reported as self-contained and not by subject area.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	2.0
Other	2.0

^{*}One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
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District	N/A	N/A	\$2,595	
Percent Difference - School Site and District	N/A	N/A	-145.8	
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	-179.4	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Special Education Department of Sacramento County Office of Education (SCOE) offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Curriculum and student behavior improvement goals and programs are directly correlated to identified needs annually. All staff members are trained in the curriculum appropriate to the instructional needs of each student. Staff development is aligned to content standards, alternative assessment, and professional needs. Teachers and paraeducators participate in ongoing training in curriculum, behavior management, student assessment, and use of assistive technology. During 2017-18, 2018-19, and 2019-20, staff received training in Social-Emotional Foundations for Early Learning, Reflective Practices in Teaching, Curriculum, Standards-Based IEPs, and the MOVE Program.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	Donations to the Sly Park Environmental Education Center and the Sacramento County Academic Decathlon	Agenda Item No.: Enclosures:	VIII.A.4.
Reason:	Acceptance	From:	David W. Gordon
		Prepared By:	Dr. Nancy Herota Rachel Perry
		Board Meeting Date:	03/17/20

BACKGROUND:

Sly Park Environmental Education Center

The Sacramento County Office of Education (SCOE) has received the following in-kind donation for the Sly Park Environmental Education Center from India Foster, a Project Administrator for Environmental Resource Management, donated: a box of masks, Tecnu cleanser, fire water bags (10), hiking sticks (40), first aid kits (15), coolers (8), shovels (11), eyewash (15), fire extinguishers (6), rain suits (10), gloves (15), and insect repellent (2).

Sacramento County Academic Decathlon

SAFE Credit Union would like to once again sponsor the Sacramento County Academic Decathlon for the 2019-2020 year. SAFE's VP of Marketing has pledged \$10,000 on behalf of SAFE to be used to provide award scholarships to decathletes and funding of program costs.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board accept the above-mentioned donation on behalf of the Sly Park Environmental Education Center.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.1.

Enclosures: 2

Board Meeting Date: 03/17/20

Title of Grant/Contract: California Health Education Framework Rollout and

Implementation Project

Department/Director: Curriculum & Instruction/Dr. Nancy Herota

Funding Source: Orange County Department of Education

Amount Requested: \$84,000

Fiscal Year(s): 2019-2020, 2020-2021

Program Description:

The Orange County Department of Education is contracting with the Sacramento County Office of Education (SCOE) to participate in four Regional Communities of Practice (CPs) with other county offices of education and community partners supporting the rollout of the Health Education Framework. The SCOE team will incorporate the content from the Regional CPs to conduct health education professional development and provide technical assistance for educators in Sacramento County. Key stakeholders receiving support include administrators, teachers, and paraprofessionals.

New Positions:

None

Subcontracts:

None

Evaluation Component:

Surveys will be completed by participants who attend professional development sessions.

Detailed Budgets Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

			1000	ash Match Total (if applicable)	
			So	urce of Funds for Cash Match	
Funds (check boxes that	apply)				
☐ District/Foundation	☐ Local	✓ State	☐ Federal	New Grant	☐ Continuing Grant
Grant Title: Californi	a Health Edu	cation Fran	nework Rollou	t and Implementa	tion Project
Contact Person/Dept	THE RESIDENCE OF THE PARTY OF T	Dr. Nancy	Herota/ Curric	ulum and Instruct	ion/ 916-228-2653

Category	Aut	Frant horized udget	Cash Match/ In-Kind Amount	Total Grant Budget	
Salaries - Certificated (FTE): 0.15		18,724		18,724	
Salaries - Classified (FTE):				0	
Temporary Employees				0	
Employee Benefits		5,638		5,638	
Books and Supplies				0	
Travel and Conference				0	
Subcontracts Not Subject to Indirect				0	
Subcontracts Subject to Indirect				0	
Other Services / Operating Expenses		1,250		1,250	
Communications (postage/phones)				0	
Printing Services	100			100	
Indirect % 8.90	2,288			2,288	
Other:				0	
Totals		\$28,000	\$0	\$28,000	
Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount	
Curriculum Specialists	0.08	M38	10,889		
Coordinator	0.03	M36	 		
Special Education Nurse	0.04	IV 6	3,660		
Totals	0.15		\$18,724	\$	

VIII.C.1.2.

Revised 07/15

Initials of Grants Financial Staff: _

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

	Cash Match Total (if applicable)		5	
	So	urce of Funds for Cash Match		
✓ State	☐ Federal	✓ New Grant	☐ Continuing Grant	

Grant Title: California Health Education Framework Rollout and Implementation Project

Contact Person/Dept. /Phone #: Dr. Nancy Herota/ Curriculum and Instruction/ 916-228-2653

Fiscal Year: 2020-2021

☐ District/Foundation

Funds (check boxes that apply)

☐ Local

Category	Aut	Grant thorized udget		Cash Match/ Tot n-Kind Amount Grant B		
Salaries - Certificated (FTE): 0.28		36,175			36,175	
Salaries - Classified (FTE):					0	
Temporary Employees					0	
Employee Benefits		11,198			11,198	
Books and Supplies					0	
Travel and Conference					0	
Subcontracts Not Subject to Indirect					0	
Subcontracts Subject to Indirect					0	
Other Services / Operating Expenses		3,750			3,750	
Communications (postage/phones)					0	
Printing Services	300				300	
Indirect % 8.90	4,577				4,577	
Other:					0	
Totals	RECOGNIZATE INVASCE NUMBER OF	\$56,000		\$0	\$56,000	
Positions included: Title	FTE	Range/Step		uthorized nount	Cash Match/ In-Kind Amount	
Curriculum Specialists	0.14	МЗ		20,106		
Mental Health Services Coordinator	0.06	МЗ	6	8,376		
Special Education Nurse	0.08	IV	6	7,693		
Totala						
Totals	0.28			\$36,175	\$0	

Revised 07/15

Initials of Grants Financial Staff:

Date: 1 21 20

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.2.

Enclosures: 2

Board Meeting Date: 03/17/20

Title of Grant/Contract: Pedestrian and Bicycle Safety Program Grant

Department/Director: Prevention and Early Intervention/Dr. Nancy Herota

Funding Source: California Office of Traffic Safety

Amount Requested: \$190,000

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

Program Description:

The California Office of Traffic Safety (OTS) will contract with the Sacramento County Office of Education (SCOE) to implement programs designed to increase pedestrian and bicyclist safety among middle school students. SCOE's Prevention & Early Intervention Department will collaborate with Safety Center, Inc. and other stakeholders, including local and state law enforcement agencies, to help middle school youth develop attitudes that support lifelong traffic safety practices, create and implement projects that promote pedestrian and bicycle safety among their peers and family members, and build a foundation for youth to make safe decisions when they become drivers. The program will be implemented at selected elementary and middle schools in Sacramento County where district prevention staff have indicated readiness and willingness to support the project as an extension of Club Live activities.

Established in 1934, Safety Center, Inc. has demonstrated success in providing traffic, pedestrian, and bicycle safety instruction and resources for youth and adults in Sacramento County, as well as throughout California.

New Positions:

None

Subcontracts:

 Safety Center, Inc. in the amount of \$83,000 to implement pedestrian and bicyclist safety activities, conduct special events, create online materials, collect data, and submit reports.

Evaluation Component:

SCOE will coordinate with Safety Center, Inc. and participating districts and school sites to prepare and submit quarterly reports. SCOE's Center for Student Assessment and Program Accountability Department will develop pre- and post-survey instruments and compile the data to guide grant activities and measure grant outcomes.

Detailed Budgets Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

				ash Match Total (if applicable) urce of Funds for Cash Match	
Funds (check boxes that	apply)				
☐ District/Foundation	☐ Local	☐ State	✓ Federal	☐ New Grant	☑ Continuing Grant
Grant Title: Pedestri	an and Bicy	cle Safety Pr	ogram Grant		
Contact Person/Dept		Nancy Her	ota/Prevention	& Early Interven	tion/2653

Category	Aut	Grant horized udget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):				0
Salaries - Classified (FTE): 0.83		44,913		44,913
Temporary Employees				0
Employee Benefits		21,396		21,396
Books and Supplies		719		719
Travel and Conference		1,500		1,500
Subcontracts Not Subject to Indirect		43,500		43,500
Subcontracts Subject to Indirect		25,000		25,000
Other Services / Operating Expenses		7,500		7,500
Communications (postage/phones)				0
Printing Services	500			500
Indirect % 8.90	5,902			5,902
Other: (Indirect on S+B only)				0
Totals	THE RESERVE TO SERVE THE PARTY OF THE PARTY	\$150,930	\$0	\$150,930
Positions included:	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Assistant II	0.45	G23F		
Project Assistant I	0.19	G15D/E		
Staff Secretary	0.19	G23E/F	8,877	
Totals	0.83		\$44,913	\$0

Revised 07/15

Initials of Grants Financial Staff:

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

				ash Match Total (if applicable) urce of Funds for Cash Match	
Funds (check boxes that	apply)		·		
☐ District/Foundation	☐ Local	☐ State	✓ Federal	☐ New Grant	☑ Continuing Grant
Grant Title: Pedestri	an and Bicy	cle Safety Pr	rogram Grant		
Contact Person/Dept		Nancy Her	ota/Prevention	& Early Interven	tion/2653

Category	Aut	Grant thorized udget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):				0
Salaries - Classified (FTE): 0.27		14,971		14,971
Temporary Employees				0
Employee Benefits		7,132		7,132
Books and Supplies				0
Travel and Conference		500		500
Subcontracts Not Subject to Indirect				0
Subcontracts Subject to Indirect		14,500		14,500
Other Services / Operating Expenses				0
Communications (postage/phones)				0
Printing Services				0
Indirect % 8.90		1,967		1,967
Other: (Indirect on S+B only)				0
Totals		\$39,070	\$0	\$39,070
Positions included:	FTE	Range/Step	Grant Authorized	Cash Match/ In-Kind Amount
Project Assistant II	0.15	G23		
Project Assistant I	0.06	G15D/	E 2,772	2
Staff Secretary	0.06	G23E/	F 2,959	9
Totals	0.27		\$14,971	\$0

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Initials of Grants Financial Staff:

Date: _//3/

VIII.C.2.3.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.3.

Enclosures: 2

Board Meeting Date: 03/17/20

Title of Grant/Contract: California Adult Education Program Technical Assistance Project

(CAEP TAP)

Department/Director: Adult Education/Dr. Nancy Herota

Funding Source: California Community College Chancellor's Office (CCCCO)

Amount Requested: \$1,365,471

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

Program Description:

The Sacramento County Office of Education Technical Assistance Project (SCOE TAP) will support the California Adult Education Program (CAEP) data and accountability system by providing technical assistance, hosting statewide and regional convenings, developing and maintaining the new California Adult Education Website, hosting webinars, producing and distributing the weekly newsletter, and disseminating the reporting requirements mandated by the state. The results of the SCOE TAP work will increase statewide consortium-level reporting accuracy, ensure compliance with CAEP reporting guidelines, and support accountability.

New Positions:

None

Subcontracts:

None

Evaluation Component:

The project will be measured and evaluated by successful completion of the deliverables as described in the contract's Scope of Work. SCOE will submit a quarterly progress report reflecting the status of completed work within the timeline of deliverables, a description of the activities, and an invoice package. Quarterly reports will be submitted detailing technical assistance provided to all consortia members, including the number of participants, the consortia represented, the tools and resources provided, and feedback on the services provided.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	n/a

	(if applic Source of F Cash M	unds for	n/a
Funds (check boxes that apply)		WALL TO SEE THE SECOND	
☐ District/Foundation ☐ Local ☑	State Federal Ne	w Grant 🗹 Continuin	ng Grant
Grant Title: California Adult Education Contact Person/Dept. /Phone #: Dr. Fiscal Year: 2020 - 2021)
Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.30	47,867		47,867
Salaries - Classified (FTE): 3.00	291,931		291,931
Temporary Employees			0
Employee Benefits	122,124		122,124

3,500

11,500

158,700

7,950

Indirect % 4.00		25,743		25,743
Other:				0
Totals		\$669,315	\$0	\$669,315
Positions included:	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director, Adult Education	0.30	M43	47,867	
Coordinator	1.00	M36	134,222	
Project Specialist I	1.00	M18	86,066	
Administrative Assistant	1.00	29F	71,643	
Totals	3.30		\$339,798	\$0

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Books and Supplies

Printing Services

Travel and Conference

Subcontracts Not Subject to Indirect

Other Services / Operating Expenses

Communications (postage/phones)

Subcontracts Subject to Indirect

Initials of Grants Financial Staff:

3,500

11,500

158,700

7,950

25,743

0

0

0

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	n/a

☐ District/Foundation ☐ Lo	ocal 🗹 State	☐ Fed	eral Nev	w Grant 🗹 Continuir	ng Grant	
Grant Title: California Adult Contact Person/Dept. /Phor					")	
Fiscal Year: 2021 - 2022	,					
Category		Autl	irant horized udget	Cash Match/ In-Kind Amount	Tota Grant Bu	
Salaries - Certificated (FTE):	0.30		49,782			49,782
	3.00		303,579		3	303,579
Temporary Employees						0
Employee Benefits			132,370			132,370
Books and Supplies			3,500			3,500
Travel and Conference			11,500			11,500
Subcontracts Not Subject to Indir	ect					0
Subcontracts Subject to Indirect						0
Other Services / Operating Exper	nses		160,700			160,700
Communications (postage/phone			7,950			7,950
Printing Services						0
Indirect % 4.00			26,775			26,775
Other:						0
Totals	S 100 100 100 100 100 100 100 100 100 10		\$696,156	\$0	\$6	396,156
Positions included:		FTE	Range/Ster	Grant Authorized		Match/ Amount
Director, Adult Education		0.30	M4	3 49,7	82	
Coordinator		1.00	M3			
Project Specialist I		1.00	M1			
Administrative Assistant		1.00	29	74,4	.00	
Totals		3.30		\$353,3	61	\$0

Revised 07/15

Funds (check boxes that apply)

Initials of Grants Financial Staff: AS Date: 2/21/20 1/27

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	American River Collegiate Academy Charter School – Proposed Material and Technical Revisions to Charter Petition, Satisfaction of Approval Conditions, and Memorandum of Understanding	Agenda Item No.: Enclosures:	VIII.D. 83
Reason:	Public Hearing and Action	From:	David W. Gordon
		Prepared By:	Teresa Stinson
		Board Meeting Date:	03/17/20

BACKGROUND:

On February 4, 2020, the Sacramento County Board of Education (Board) conditionally approved the Rocklin Academy Family of Schools (RAFOS) charter petition for the American River Collegiate Academy (ARCA). Specifically, under adopted Resolution No. 20-02, before being authorized to open and operate the ARCA charter school, RAFOS is required to satisfy the follow conditions through a Memorandum of Understanding (MOU) between the Petitioner, Board, and County Superintendent:

- (1) By April 1, 2020, provide a clearly articulated plan demonstrating how Petitioner will approach serving a higher proportion of students with greater needs that reflects the student population of the San Juan Unified School District (SJUSD).
- (2) Given the demographics of students currently served by Petitioner's other charter schools, Petitioner shall make every reasonable effort to specifically reach and recruit pupils from all student groups in order to help it achieve a student population that is reflective of the student population of SJUSD.
- (3) By April 1, 2020, provide clarifying information about the charter school budget and operations.
- (4) By April 1, 2020, update the charter petition to comply with all legal requirements and recent changes in the law, including, but not limited to requirements related to teacher credentialing, minimum wage, conflict of interest, student discipline, etc.
- (5) By April 1, 2020, in order to provide opportunities for more students, update the charter petition so that preferences for children of RAFOS employees and board members are limited to a total of 10% of ARCA enrollment.
- (6) By July 1, 2020, secure an acceptable school facility for the 2020-2021 academic year that meets all legal requirements.

- (7) Petitioner shall agree to 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.
- (8) Petitioner shall agree to hold harmless, defend, and indemnify the Board, the Superintendent, and SCOE from any claims arising from the opening or operation of the charter school.
- (9) Petitioner will otherwise be subject to all deadlines and requirements set forth in County Board Policy 2400 and Administrative Rules and Regulations 2400.

Sacramento County Office of Education (SCOE) and RAFOS representatives have met regularly to review and assess the charter school's progress in meeting each of these conditions, and to negotiate the MOU.

MATERIAL REVISIONS TO ARCA CHARTER PETITION (CONDITIONS 2, 5)

Proposed Enrollment Preference for Socioeconomically Disadvantaged Students

To address Condition 2, RAFOS' recruitment activities for the ARCA charter school are summarized in Attachment A. The application period for ARCA (and all other RAFOS charter schools) closed on February 29, 2020. Through that date, ARCA received applications for 61 prospective students, 30 of whom reside within SJUSD, 21 of whom reside within Citrus Heights zip codes.

As explained by RAFOS in Attachment B, in order to further assist it in enrolling students that reflect the student population of SJUSD and to take measures to help ensure it is able to enroll the students it seeks to serve, RAFOS seeks Board approval to materially revise the ARCA charter petition to create enrollment preferences for socioeconomically disadvantaged and foster youth. Specifically, it seeks approval to revise its enrollment preferences in the event of a public random drawing as follows:

- 1. Children of Rocklin Academy Family of Schools full-time employees¹
- 2. Siblings of students admitted to or attending American River Collegiate Academy
- 3. Students who reside within the District who also identify as qualifying for Free or Reduced Price Meals²
- 4. Students currently in foster care
- 5. Students who reside within the District
- 6. All other students who qualify for Free or Reduced Price Meals
- 7. Children of Rocklin Academy Family of Schools board members
- 8. All other students

¹ The total number of students granted preference pursuant to 1 and 7 above shall be limited to no more than a total of 10% of American River Collegiate Academy's enrollment.

² In order to be considered for this preference, families are given the option to self-identify on admission forms. The admission form shall be clear that neither this identification nor supporting

documentation is required for the purposes of admission and that this identification will be used solely to grant an admissions preference and for no other reason.

Enrollment preferences must be approved the chartering authority at a public meeting. (Educ. Code, §47605(d)(2)(B)(i).) If approved by the Board, the ARCA Charter petition would be revised, and ARCA would be bound by these provisions just as it is bound by its charter. RAFOS would then open a second application period for ARCA and grant this preference in any lottery for the remaining student enrollment openings in 2020-2021, and for students applying for all subsequent school years.

<u>Limit Enrollment for Children of RAFOS Employees and Board Members</u>

In order to satisfy Condition 5, ARCA also seeks Board approval to materially revise its charter petition so that preferences for children of RAFOS employees and board members are limited to a total of 10% of ARCA enrollment. (Attachment B)

TECHNICAL REVISIONS TO ARCA CHARTER PETITION (CONDITION 4)

In order to satisfy Condition 4, RAFOS has updated the ARCA charter petition to comply with all legal requirements and recent changes in the law, including, but not limited to requirements related to teacher credentialing, minimum wage, and student discipline. RAFOS is also updating its bylaws and policy regarding conflict of interest requirements. (Attachment C)

REMAINING APPROVAL CONDITIONS AND MEMORANDUM OF UNDERSTANDING (CONDITIONS 1, 3, 6, 7, 8, 9)

Based on SCOE's analysis, RAFOS has provided sufficient clarifying information regarding its educational program and budget to substantially comply with Conditions 1 and 3.

To address Condition 6, SCOE staff visited ARCA's proposed temporary school site at 7755 Hazel Avenue in Orangevale, and found the facility to be appropriate for ARCA's proposed program. The facility is undergoing further improvements in the upcoming months, and RAFOS will provide all required permits and code documents before opening in the 2020-21 school year.

In addition, SCOE and RAFOS representatives have agreed upon the provisions in the proposed Memorandum of Understanding (MOU) with clarifying technical details regarding notification of loans or debt, still being finalized. (Sections 10.3 and 18.4) The proposed MOU, which is submitted for the Board's consideration includes RAFOS written agreement to conditions 7, 8, and 9, provides guidance on SCOE's and the Board's oversight policies and procedures, and establishes detailed expectations regarding requirements for opening the charter school, RAFOS's fiscal, administrative, and reporting responsibilities, and the parties' legal relationship. (Attachment D, and Schedules)

Among other things, RAFOS has agreed to report to the Board at least twice a year on whether the goals included in the approved charter are being met (including its assessment data, progress toward meeting accountability targets, and student

demographics), financial status, activities taken to engage the Citrus Heights and Orangevale communities in ARCA governance, detailed descriptions of all outreach and recruitment activities, major decisions and policies, parent involvement, admissions practices, and student discipline. (Attachment D, section 22.2)

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board (1) consider and approve the proposed material and technical revisions to the ARCA charter petition, (2) consider and determine whether RAFOS has satisfied the conditions set forth in Resolution 20-2 for authorizing the ARCA charter school, and, if so, (3) approve the attached Memorandum of Understanding between the parties, subject to any appropriate technical updates.

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003 (916) 228-2410

PLEASE POST

NOTICE OF PUBLIC HEARING

A Public Hearing will be held by the Sacramento County Board of Education (Board) to receive public testimony and input from the community regarding the Rocklin Academy Family of Schools' request for material revisions to the American River Collegiate Academy charter petition to include enrollment preferences for socioeconomically and foster youth students, and other matters as described in the accompanying agenda item. At the conclusion of the public hearing, the Board is expected to take action regarding the American River Collegiate Academy Charter School.

The public hearing is scheduled as follows:

DATE	<u>TIME</u>	LOCATION
Tuesday, March 17, 2020	6:30 p.m. or thereafter	Sacramento County Office of Education David P. Meaney Education Center Board Room 10474 Mather Boulevard, Mather, CA

Individuals wishing to speak before the Board are asked to fill out a speaker card, which will be available in the Board Room. Completed speaker cards need to be submitted to the Board Recording Secretary; speakers will be called in the order in which the cards are received. Each individual addressing the Board will have a maximum of two minutes to speak to ensure that all who wish to address the Board on this matter will be heard.

Materials subject to the public hearing will be available at the public hearing. If you would like a copy of the materials prior to that time, contact the Sacramento County Office of Education at 10474 Mather Boulevard, Mather, CA 95655, or P.O. Box 269003, Sacramento, CA 95826-9003, or call (916) 228-2410.

ATTACHMENT A

ARCA RECRUITMENT PLAN

Rocklin Academy Community Outreach Plan to Citrus Heights

With plans to expand into Citrus Heights, Rocklin Academy will continue to conduct specific outreach and recruitment efforts targeted to low-income student households. A dedicated effort will be made to raise awareness among these families about the exciting new educational opportunities American River Collegiate Academy (ARCA) will bring to their community. It will also be emphasized that ARCA is a tuition-free, public school option to other public schools in the area.

Citrus Heights Demographics

Income and Education

The estimated median household income in Citrus Heights is \$54,373 according to the 2013-2017 American Community Survey. Approximately 90% of residents have a high school graduation and 20% have a bachelor's degree or higher.

School Enrollment in Citrus Heights

Of children aged 3 years old or older, there are 19,817 who are enrolled in school of which 86% attend a public school. In total, there are 12,510 children enrolled in K-12 which make up 63.1% of total enrolled students. Kindergarten through grade 4 make up roughly 24% of all enrolled children.

Demographics

The following is a breakdown of ethnicity for the city of Citrus Heights:

White	69.60%
Hispanic or Latino	18.90%
African American	3.80%
Asian	3.70%
Bachelor's Degree or Higher	20.70%
Persons in Poverty	12.00%

The First Step - Marketing Materials

Prior to initiating any meetings or presentations, it is important that Rocklin Academy be armed with marketing materials to use in all outreach efforts. While some of the marketing materials will be needed immediately, others will be developed as needed over the next 6 months. Marketing materials may include some or all of the following, in English and Spanish:

- 1. One Sheet Flyers Informational flyers targeting parents and community.
- School Information Folders A folder with information specific to the school including curriculum information, the RA difference, location information, calendar, enrollment applications, etc. will be created for recruitment efforts. The information can be changed out, updated and customized as needed depending on the audience.

- Social Media Page The existing ARCA Facebook page will continue to be used to keep
 followers informed of all outreach and community activities in which ARCA will be
 participating and will encourage and invite all to attend.
- 4. Advertisements It is important to factor in both digital, print and outdoor ads into the marketing mix. Digital advertising will be made up of a mix of various digital ad strategies, for example:
 - ✓ Social Media Targeting Instagram and Facebook
 - ✓ IP Targeting Targeting the home IP to reach prospects in home
 - ✓ Geofencing Targeting specific buildings or streets
- 5. Email Campaigns ARCA has already been building its email list and email campaigns go out to key stakeholders to keep them informed of the progress being made at the school, share new information, introduce new hires and promote new programs or services available through the school.

Targeting Parents In Our Community

Parents make the ultimate decision as to which school they will choose to enroll their children. This stakeholder group is critical to the initial and on-going success of Rocklin Academy and should be reached in a variety of ways through a variety of sources. Below are the ways we have, and intend to continue to reach parents in these communities:

- Community Meetings We have held several meetings around the Citrus Heights community, meeting with prospective parents at Sylvan Oaks Library, Single Mom Strong's Empowerment Center, and Fireside Lanes. Additional meetings will be scheduled around the Citrus Heights community to educate parents about the new school coming into town, the curriculum, enrollment information and more. These meetings are held on a regular basis so to ensure that community members have multiple opportunities to come learn about the new school.
- Neighborhood Associations We have built a relationship with the twelve active
 Neighborhood Associations in Citrus Heights, and have sent information to families
 through their communication channels. We will continue to engage with the Associations
 to connect with families in the neighborhoods we target.
- Pre-School Outreach We have already provided informational flyers at every preschool
 in the City of Citrus Heights. We also plan to arrange meetings and continue to provide
 information and materials to local pre-schools to spread awareness among parents of
 upcoming K-3 students.
- Direct Mail RA has purchased a mailing list of all households (including apartments and mobile homes) with children of a specific age range within the Citrus Heights zip codes desired. We have sent a mailer to every door within a 3-mile radius of the land we are pursuing for our permanent campus. We plan to send another mail piece out with enrollment information.

- Door Hangers We will target specific neighborhoods with two-sided doorhangers in both English and Spanish. These will be placed on the doorknob of the front door and will be distributed around key enrollment times.
- **Church Outreach** Citrus Heights has many churches made up of many different religions. It is important that we incorporate outreach to these churches with information and materials to be provided to families, in English, Spanish, and Russian, as appropriate.
- Non-Profit Organizations In addition to churches, there are other non-profits that serve low income families in the Citrus Heights community. We will identify and reach out to the non-profits who we know will be able to share information about our school to their clients/constituents. We have built a partnership with Single Mom Strong, a non-profit operating in Citrus Heights to support and empower single moms and their children. We have another event planned at Single Mom Strong's Empowerment Center.

Recruitment Events

We sponsored a booth at the Citrus Heights Christmas Tree event, and provided crafts and activities for young children in attendance. Below are a variety of activities and events in which Rocklin Academy may also participate and recruit new families.

City of Citrus Heights Events

Hot August Bites - August Each Year Sunday FunDay - 4th Sunday of every September Christmas Tree Lighting - 1st Thursday of December

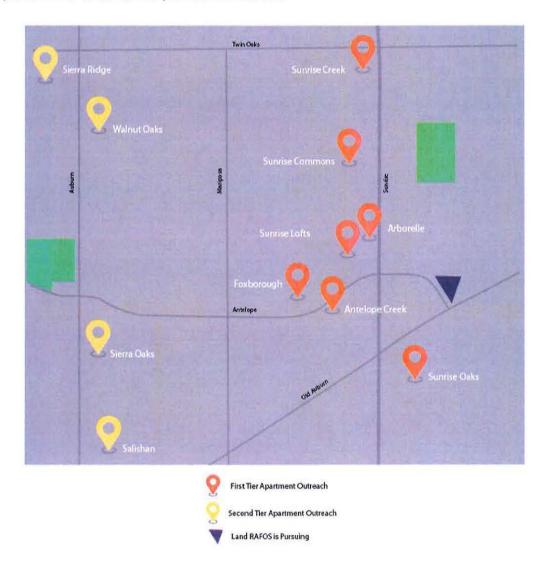
Sunrise Park and Rec Events

Event Name	Date
Pioneer Park Movie Night	3-Apr
Creek Week Clean Up Day	18-Apr
Capitol Pops Spring Concert	18-Apr
Lone Oak Park Movie Night	24-Apr
Pickleball Spring Smash	15-17 May
Firestone Park Food Truck/Movie Night	26-Jun
Scooter Competition	25-Jul
Rusch Park Hot August Movie Night	15-Aug
Tetotom Park Movie Night	25-Sep
Sunday Funday at Rusch Park	27-Sep
Howl O' Ween at Rusch Park	17-Oct
Pickleball Fall Classic	22-25 Oct
Arts & Crafts Fair	7-Nov
Brunch with Santa	6-Dec
Capitol Pops Winter Concert	12-Dec

Community Outreach

In addition to attending events put on by others as a sponsor, Rocklin Academy will also host events to reach out to specific audiences within Citrus Heights, specifically low-income families. One way to reach out to this audience is by doing on-site events at low-income apartment complexes in the area.

The map below shows the apartment communities within Citrus Heights where we will be doing specific outreach. The orange pins indicate the first tier apartment outreach and the yellow indicate second tier outreach. The triangle is the location where RAFOS is pursuing the purchase of land for the permanent school.



Outreach Events

Several events will be hosted by Rocklin Academy to reach out to specific demographic segments of the Citrus Heights communities.

Activity	Location	Date/Timeline	
Parent Information Session	Sylvan Oaks Library Community Room	March 9 Additional dates TBD	
Apartment Complex Outreach Depending on the complex, this will be either a pizza night in a community room, or a table set up in a central location. Materials will be distributed prior to the events to provide awareness.	Locations Arborelle Apartments Sunrise Lofts Sunrise Commons Apartments Foxborough Apartments Antelope Creek Apartments Antelope Hills Townhomes Sunrise Oaks Apartments Salishan Apartments Sierra Oak Apartments Oak Crest Village	Throughout March/April	
Info session at Sayonara Center	Sayonara Community Center	March (working with Jeannie and Nicole on date)	
Craft Night/Info Session	Single Mom Strong	March (working with Tara on date)	
Preschool Outreach: Materials	Grand Oaks Head Start Sunrise State Preschool Lichen Head Start	March	
Preschool Outreach: Tour with Directors	Current Rocklin Academy school	March/April	
ARCA event at temporary location (BBQ, Meet and Greet, Kids' Activities)	7755 Hazel Ave	Early April	

ATTACHMENT B

REQUEST FOR MATERIAL REVISION



February 5, 2020

Sacramento County Office of Education 10474 Mather Blvd. Mather, California 95655

Dear President Lefkowitz and Superintendent Gordon,

During consideration of the American River Collegiate Academy ("ARCA") charter petition, several members of the Sacramento County Board of Education proposed various means to ensure that ARCA serves a substantial number of socio-economically disadvantaged pupils. We agree completely with this objective, and we have a specific proposal that we believe will ensure that this objective is achieved.

Our team is requesting a revision to the ARCA charter petition's admissions preferences. We are requesting enrollment preferences for socioeconomically disadvantaged and foster youth. As a group, across the country and in the Sacramento region, socioeconomically disadvantaged students have not performed as well academically as their more economically advantaged peers. Historically, schoolwide academic achievement has been strongly associated with schoolwide socioeconomic status. American River Collegiate Academy's goal is to provide an educational program and support structures which will change that narrative, and we want to take every measure possible to ensure we are able to enroll the students we seek to serve.

We are requesting approval of the attached revision to the charter to allow us to grant a preference to socio-economically disadvantaged youth and foster youth. This will ensure that students who need our help the most are given priority in our admissions process. The justification for these preferences is outlined below.

Justifications for Admissions Preference for Socio-Economically Disadvantaged Youth

Granting a preference in admissions for students of socio-economically disadvantaged families is necessary to:

- Close widening gaps between privileged and disadvantaged children in educational achievement gaps in math and reading.
- Ensure that children in socio-economically disadvantaged households are provided a significant opportunity to receive a fair, equitable, and high-quality education.

- Help break the cycle of poverty associated with lack of job-ready skills and low college attendance prevalent in socio-economically disadvantaged communities.
- Foster a more informed community within communities and neighborhoods that have historically faced barriers to accessing knowledge and opportunities for selfempowerment.

Justifications for Admissions Preference for Foster Youth

In Sections 42920 of the Education Code, the Legislature declared its intent to assist foster youth, as follows:

- Pupils in foster care represent one of the most vulnerable and academically at promise pupil groups enrolled in California schools.
- A high percentage of pupils in foster care are working substantially below grade level, and over one-half of the pupils in foster care are retained at least one year in the same grade level. Pupils in foster care earn lower grades and achieve lower scores on standardized achievements tests in reading and mathematics, have lower levels of engagement in school, and are half as likely as pupils not in foster care to be involved in extracurricular activities. The long-term consequences of poor academic experiences are significant. Pupils in foster care are twice as likely as pupils not in foster care to drop out of school before graduation and only 45 percent of pupils in foster care have graduated from high school at the time of emancipation. Foster youth are similarly underrepresented in college enrollment rates and dramatically underperform their peers in relation to college completion. Pupils in foster care are also subject to disproportionate levels of disciplinary measures, including suspension and expulsion. It is imperative that California close the foster youth achievement gap so that pupils in foster care can realize their full potential, reach their college and career goals, and become independent, productive members of society.
- Foster youth are an especially vulnerable pupil population, as they are often also members of other underserved pupil groups. In 2013, the demographic data of pupils in foster care in California were as follows:
 - The largest ethnic group amongst pupils in foster care was Hispanic, with nearly half of the population.
 - O African American and Native American pupils continue to be disproportionately represented in the child welfare system, as researchers found that 26 percent of pupils in foster care were African American despite African Americans only accounting for 7 percent of the pupil population in California, and 2 percent of pupils in foster care were Native American despite Native Americans only accounting for 1 percent of the pupil population in California.
 - Nearly one in five pupils in foster care had special education needs, which is over twice the rate of the statewide pupil population.
 - o More than 1 in 10 pupils in foster care were English learners.
 - A significant number of youth in foster care identify as lesbian, gay, bisexual, transgender, queer, questioning, or gender nonconforming.

- Compounded by the research that indicates that there is a need for California to close the
 achievement gap between specific ethnic pupil populations and White pupils, addressing
 the foster youth achievement gap will further efforts that support education equity for all
 pupils.
- Given their current academic status, pupils in foster care are more likely to achieve their full potential when they are provided services and programs designed to meet their particular needs, including, but not limited to, supplemental instruction, counseling, tutoring, support services offered to lesbian, gay, bisexual, transgender, queer, questioning, and gender nonconforming youth, and other assistance relevant to their experience.

Therefore, granting a preference in admissions for youth in foster care is necessary to:

- Ensure that pupils in foster care have a meaningful opportunity to meet the academic achievement standards to which all pupils are held.
- Provide access to a rigorous curriculum to adequately prepare youth in foster care to enter postsecondary education
- Afford youth in foster care equal access to the academic resources, services, and extracurricular and enrichment activities as all other pupils.
- Improve educational outcomes for youth in foster case, which is a key component to the successful implementation of the local control funding formula (LCFF).

Thank you for your consideration of these changes to allow us an opportunity to make a positive impact on the future of some of California's most vulnerable students.

Sincerely,

Robin Stout

Executive Director/Superintendent

Comi Stout

for review prior to enrollment. Outreach efforts will include door-to-door outreach to homes and into the community to inform parents of public school choice, including visits to churches, community centers, libraries, pre-schools, local businesses, etc., to actively seek out parents who might not be aware of this opportunity otherwise.

The American River Collegiate Academy admission process is comprised of completion and submission of:

- A student application
- Proof of Residency Form for students residing in the authorizing district
- Proof of minimum age requirements

Applications will be accepted during a publicly-advertised lottery application period each year for possible enrollment in the following school year. Following the lottery application period each year, the Charter School will hold a public random drawing (or "lottery") to determine admission, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the applicants in the following order:

- Children of Rocklin Academy Family of Schools full-time employees¹
- 2. Siblings of students admitted to or attending American River Collegiate Academy
- Students who reside within the District who identify as also qualifying for Free or Reduced Price Meals²
- 2.4. Students currently in foster care
- 5. Students who reside within the District
- 3.6. All other students who qualify for Free or Reduced Price Meals
- 4.7. Children of Rocklin Academy Family of Schools board members
- 5.8. All other Sstudents who reside outside the District

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Separate lotteries shall be conducted for each grade level by the designated lottery official (appointed by the Superintendent/Executive Director). All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be selected beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If all students from the first preference category have been selected and there are remaining spaces available in that grade level, students will be selected from the second preference category, and the selection

American River Collegiate Academy Charter Petition: 2020-2025

¹ The total number of students granted preference pursuant to 1 and 7 above shall be limited to no more than a total of 10% of American River Collegiate Academy's enrollment.

² In order to be considered for this preference, families are given the option to self-identify on admission forms. The admission form shall be clear that neither this identification nor supporting documentation is required for the purposes of admission and that this identification will be used solely to grant an admissions preference and for no other reason.

shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the next school year.

Public random lottery information will be communicated to all interested families and will be made available on the Charter School's website.

An applicant who has been offered and accepts admission will receive an enrollment packet which requires the completion and submission of additional documentation to confirm student's enrollment.

American River Collegiate Academy Charter Petition: 2020-2025

ATTACHMENT C

CHARTER PETITION TECHNICAL UPDATES

AMERICAN RIVER COLLEGIATE ACADEMY



A CHARTER PETITION RESPECTFULLY SUBMITTED TO THE SAN JUAN UNIFIED SCHOOL DISTRICT

August 2019

REQUESTED CHARTER TERM: JULY 1, 2020— JUNE 30, 2025

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- has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall comply with state and federal law related to the minimum wage.
- The Charter School shall ensure that teachers in the Charter School hold thea Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment [Ref. California Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

American River Collegiate Academy Charter Petition: 2020-2025 <u>Experience</u>: This position requires a minimum of four years of classroom teaching experience and leadership experience within a school setting.

Teacher Qualifications

The most important qualities for American River Collegiate Academy teachers are:

- Concern for our students;
- Familiarity with or willingness to be trained in the Charter School's Core Knowledge Sequence
- A demonstrable effectiveness in teaching; and
- A willingness to work hard and to take responsibility and exercise leadership for the Charter School as a whole.

Specific qualifications include:

- In accordance with Education Code Section 47605(l), possession of a-the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment equivalent to that which a teacher in other public schools would be required to hold The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment;
- Dedication to putting in time, energy, and effort in developing the Charter School's program;
- Commitment to working with parents as educational partners;
- Willingness to become a learner as well as teacher/coach in the Charter School;
- Knowledge or willingness to become knowledgeable about the developmental needs of all students;
- Sensitivity to social as well as academic needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curriculums and learning styles in the classroom;
- Willingness to take a leadership role in some aspect of the Charter School's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

Non-Certificated Staff

The Charter School may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional staff will not assign grades or approve student work assignments

without the approval of a teacher-except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies. Paraprofessionals shall comply with applicable requirements under the ESEA.

All staff will understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task.

Personnel Policies

The Charter School has developed personnel policies which are periodically reviewed by the Board and the Charter School's legal counsel for compliance with applicable laws.

Professional Development: Retention and Development of a Highly Qualified Faculty

Once employed, ongoing professional development is an integral part of professional practice for all teachers and administrators at Rocklin Academy Family of Schools. Ongoing professional development is essential to the continued development of faculty skills and expertise, and the retention of high-quality faculty members. American River Collegiate Academy's professional development will be closely aligned to the Danielson Framework (Appendix L), and will be differentiated to meet the needs of individual teacher's professional learning goals. All full time American River Collegiate Academy employees are evaluated at least annually. The faculty evaluation system was created based on a review of the literature, practice at other public and private schools, and extensive discussion with faculty, administration, and the Board. Foundations for the structure include California Standards for the Teaching Profession and National Board for Professional Teaching Standards – The Five Core Propositions.

Evaluation of Employees

Faculty members will be evaluated annually pursuant to an evaluation process that includes classroom observations, self-evaluation, and evaluation by the administrator, and a professional growth plan. Faculty members will be evaluated based on the following four domains.

- 1. Planning and Preparation
- 2. The Classroom Environment
- 3. Instruction
- 4. Professional Responsibilities.

ELEMENT VI: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (<u>J</u>H), inclusive, of paragraph (2) of subdivision (a) of Section 32282-and procedures for conducting tactical responses to criminal incidents.

That the school safety plan be reviewed and updated by March 1 of every year by the charter school

Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, American River Collegiate Academy will maintain and implement health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of the Charter School's insurance carrier, these policies may often be updated. A complete copy of the Charter School's health and safety policies is available to the District any time upon request.

These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Superintendent/Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.

Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Human Resources/Operations or her/his designee will monitor compliance with this policy. The Charter School will comply with Education Code requirements regarding fingerprinting.

Volunteers who wish to volunteer outside of the direct supervision of an employee are subject to Live Scan fingerprinting with the Department of Justice and must receive a background clearance prior to volunteering.

schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(HJ):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Drug-Free/Alcohol-Free/Smoke-Free Environment

The Academy shall maintain a drug-, alcohol-, and smoke-free environment.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Integrated Complaint and Investigation Procedure

The Charter School utilizes a complaint and investigation procedure, including a Uniform Complaint Policy and Procedures, to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board, the Superintendent/Executive Director is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Corporation has policies and procedures in place to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

School Facility Safety

The Charter School will comply with all applicable federal environmental laws. The Charter will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test, or if in a District owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will conduct fire drills monthly. As is current practice with all the Rocklin Academy Family of Schools charter schools, if the Charter School's students are housed at facilities belonging to the Authorizer, the Charter School will operate under the provisions of the School Safety Plan of the facility where it is housed. If the Charter School is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a).

ELEMENT X: SUSPENSION AND EXPULSION PROCEDURES

<u>Governing Law</u>: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, American River Collegiate Academy has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. American River Collegiate Academy is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as American River Collegiate Academy's policy

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

- 1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 49 to 12, inclusive.
 - Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

ROCKLIN ACADEMY CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After pubic notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of Rocklin Academy.

Officials and employees holding positions listed in this code must file their statements of economic interests electronically with the Fair Political Practices Commission. All statements must be made available for public inspection and reproduction under Government Code Section 81008.

APPENDIX A

DESIGNATED POSTITIONS

Designated Position	Assigned Disclosure Category	
Governing Board Members	1,2	
Superintendent/Executive Director	1,2	
Deputy Superintendent	1,2	
Principals (Each school site)	1,2	
Director of HR and Operations	1,2	
Director of Finance	1,2	
Director of Growth & Community	1,2	
Engagement		
Director of Special Education	1,2	
Consultants/New Positions	*	

*Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director or Board Chair may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendnt/Executive Director or Board Chair's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

APPENDIX B DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two-mile radius) of any facility utilized by Rocklin Academy.
- b. Investments and business positions in business entities and income, including gifts, loans, and travel payments, from sources of the type that engage in the acquisition or disposal of real property or are engaged in building construction or design within the boundaries of any county in which Rocklin Academy operates.

Category 2

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and income, including gifts, loans, and travel payments, from sources of the type that engage in the performance of work or services or sources which manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Rocklin Academy.

BYLAWS OF THE ROCKLIN ACADEMY

(A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section 1. NAME. The name of this Corporation is The Rocklin Academy.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation shall be in Placer County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to educate children in the greater Sacramento area. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charters for the charter schools operated by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; and fix their compensation.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by one or more of charter granting agencies pursuant to Education Code Section 47604(bc). If one or more granting agencies appoint a representative to serve on the Board, the Board may appoint an additional director to ensure an odd number of Board members. All directors, except for a representative appointed by a granting agency, shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the Board of Directors unless a vacancy occurs as outlined in these bylaws. Board members are desired to have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified as determined in the sole discretion of the Board.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving as voting members on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for one (1) year and until a successor director has been designated and qualified.

- Section 6. TERMS OF OFFICE. Each director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualified. Nominations of new Board members may be made by an existing Board member at the annual meeting. As a condition of appointment/reappointment to the Board, each person must annually agree to the following:
 - 1. To come to each meeting fully prepared.
 - 2. To attend all meetings. If absences are necessary, not to miss more than two (2) consecutive meetings, or not more than three (3) meetings in a three (3) month period, without prior notification and approval from the Chairman of the Board.
 - 3. Commit to take a leadership role for an ongoing priority of the Board.
- Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, Nno Corporation funds may be expended to support a nominee without the Board's authorization.
- Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of the directors, at any Board meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting; and (e) termination of employment with the Corporation or a charter school operated by the Corporation.
- Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.
- Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.
- Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code, as said chapter may be modified by subsequent legislation. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter

authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

- Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled at any time by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.
- Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.
- Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors may designate that a meeting be held within the physical boundaries of the county in which the greatest number of pupils enrolled in charter schools operated by the Corporation resideat any place within California that has been designated in the notice of the meeting provided that all meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1, as said chapterthey may be modified by subsequent legislation.
- Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act, as said chapter may be modified by subsequent legislation.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as specified in the notice of the meeting.

- Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda in a physical location that is accessible to the public and on each charter school's website homepage with a direct, prominent link to the agenda, containing a brief general description of each item of business to be transacted or discussed at the meeting.
- Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.
- Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda in a physical location that is accessible to the public and on each charter school's website homepage with a direct.

prominent link to the agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's mailing and/or email address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the <u>physical</u> boundaries of <u>the county in which the greatest number of pupils enrolled in charter schools operated by the Corporation resideat least one of the granting agencies in which at least one of charter schools operated by the Corporation operates;</u>
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF STANDING AND ADVISORY COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more standing committees, each consisting of one or more directors, but not more than a quorum of the full Board, and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- Fill vacancies on the Board of Directors or any committee of the Board;
- Fix compensation of the directors for serving on the Board of Directors or on any committee;
- c. Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board, by resolution adopted by a majority of the directors then in office, may create one or more advisory committees, each consisting of no more than two directors, to serve at the pleasure of the Board. Appointments to advisory committees of the Board of Directors shall be by majority vote of the directors then in office and may include members of the public as well as employees of Rocklin Academy. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall serve in an advisory capacity only to the Board and may make recommendations to the full Board to be considered a publically noticed Board meeting.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

- Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.
- Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.
- Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.
- Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.
- Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.
- Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.
- Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.
- Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President, who is also known as the "Superintendent," is the chief executive officer and shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.
 - Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-

Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Rocklin Academy Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

BYLAWS OF THE ROCKLIN ACADEMY - Governing Policy #9000 - Bylaws

ADOPTED: 9-21-15

DATE AMENDED: 8-20-2018

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

- Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:
 - Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board; and
 - c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

- Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.
- Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.
- Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report

to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.
- Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:
 - a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
- (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
 - b. The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the charter schools or make any provisions of these bylaws inconsistent with the charters, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Rocklin Academy, a California
nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this
Corporation as adopted by the Board of Directors on August 6, 2012; and that these bylaws have not
been amended or modified since that date reflect all amendments adopted since that date.

Executed on March	, 2015 2020, at Rocklin, California.	
	, Secretary	

ATTACHMENT D

PROPOSED MOU

Charter School Memorandum of Understanding Between Sacramento County Board of Education, County Superintendent of Schools/Office of Education

and

The Rocklin Academy Operating American River Collegiate Academy

March ___, 2020

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MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made and entered into this ____ day of March 2020 by, between, and among the Sacramento County Board of Education (hereinafter "County Board"), Sacramento County Superintendent of Schools/Office of Education (hereinafter "SCOE"), and, The Rocklin Academy (hereinafter referred to as "TRA"). Hereinafter, the County Board, SCOE, and TRA shall be collectively referred to as "the Parties."

- 1. Purpose of Memorandum of Understanding
 - 1.1. The State of California enacted the Charter Schools Act of 1992 (hereinafter "The Act") authorizing the formation of charter schools with the intent that the schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, performance-based accountability, and expanded choice for parents within the public school system. The Act authorizes the County Board to grant charter petitions under specified circumstances.
 - 1.2. The County Board has conditionally approved a charter petition (hereinafter "the Charter") for TRA for the operation of the American River Collegiate Academy (hereinafter "the Charter School" or "ARCA"). Unless otherwise stated, for the purposes of this MOU, the terms Charter School and TRA may be used interchangeably, with the duties and responsibilities of the Charter School and TRA being the same under this Agreement.
 - 1.3. TRA is a California non-profit public benefit corporation which manages and operates the Charter School. TRA is responsible for the Charter School's compliance with the terms of the Charter and with this MOU.
 - 1.4. All Parties agree that no single party to this Agreement waives any of the rights, responsibilities, and privileges established by the Charter Schools Act of 1992 that may change from time to time during the term of this MOU.
 - 1.5. To the extent permitted by applicable law, including California Education Code (Ed. Code) Section 47605.6(c), the County Board has, by agreement with the County Superintendent, delegated its obligations to oversee the Charter School, whether arising at law, by the terms of TRA's Charter, by this MOU, or from any other source, to the County Superintendent and SCOE; and in connection with the said delegation, the County Superintendent and SCOE shall report periodically to the County Board.
 - 1.6. The fundamental interest of SCOE is, on a continuing basis, to be reasonably assured that TRA is: 1) implementing the provisions of the Charter and any material revisions as approved; 2) obeying all requirements of federal, state, and local law that apply to the Charter School; 3) operating prudently and soundly in all respects; and 4) providing a sound education for the Charter School's students; and 5) serving the interests of the community where the Charter School is proposing to operate.

- 1.7. The Parties recognize that there are many matters related to the operation of the Charter School and the effective oversight of TRA, which go beyond the provisions included in TRA's Charter or need further clarification. SCOE also acknowledges that the operation of the Charter School is to be solely carried out by TRA. This MOU is intended to address those matters that have not been covered in the Charter or that require clarification or elaboration, and to provide guidance on the oversight policies and procedures of SCOE. Further, this MOU is intended to outline the Parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationships.
- 1.8. The Parties recognize and agree that TRA shall not charge tuition, shall be nonsectarian, and shall be open to all students regardless of ethnicity, national origin, gender, sexual orientation, disability, or any other characteristic contained in California Ed. Code § 220, and those provisions of non-discrimination shall also apply to employment.

2. Term of the Memorandum of Understanding

- 2.1. This Memorandum of Understanding (MOU), provided it is fully executed by all Parties, shall cover the term of the Charter five (5) fiscal years commencing on July 1, 2020, and ending on June 30, 2025 ("Term"). The "effective date" of the Charter is July 1, 2020. This MOU will automatically expire upon the expiration or revocation of the Charter.
- 2.2. The MOU is subject to early termination only as set forth in this MOU or as otherwise permitted by law. Renewal of the Charter and this MOU shall be based, in part, on compliance with the terms set forth in this Agreement, SCOE policy, and applicable law.
- 2.3. This MOU between and among the County Board, SCOE, and TRA shall include Schedules A, B, C, D, and E.
- 2.4. Any modification of this MOU must be made in accordance with Section 31: Amendment and Waiver.

3. Operation of Charter School

- 3.1. Charter School is a public charter school that shall be operated pursuant to the Charter, any approved material revisions to the charter, and any specific conditions approved. It shall be TRA's duty and obligation, at its own expense and cost under the direction of the TRA Board of Directors to manage, operate, and administer the approved Charter School.
- 3.2 The Charter was conditionally approved by the County Board on February 4, 2020. The conditions under which the Charter was granted are enumerated in Schedule C to this MOU. Should the County Board determine that TRA has failed to comply with these conditions, the action granting the Charter shall be nullified and the Charter deemed not to have been granted.

- 3.3. Charter School is authorized to open with grades K through 2, and plans to open with approximately 144 pupils at the beginning of its operation in 2020-2021. Charter School may grow to serve grades K through 6, with projected enrollment of 468 students by the end of the Term, as set forth in the Charter. TRA will provide enrollment figures to SCOE by August 1 of each year. If the Charter School fails to meet its projected enrollment and the variance is ten (10) percent or greater, TRA will revise its budget to ensure financial solvency while implementing the educational program described in the Charter, or will delay opening by one year. If needed, TRA shall submit the revised budget reflecting current enrollment figures to SCOE within one day following the nearest TRA Board meeting following August 1.
- 3.4. The Parties acknowledge that the provisions of the Charter and this MOU are not intended to conflict. However, in the event of a conflict between the law and terms of this MOU, the law shall prevail, and any such conflicting terms shall be severed from this Agreement and nullified. To the extent that this MOU is inconsistent with any of the terms of the Charter, the terms of this MOU shall supersede the terms of the Charter, unless otherwise agreed in writing by the Parties. The Parties further agree to jointly make any modification to this MOU or the Charter needed to effectuate changes in state or federal laws following the execution of this MOU.
- 3.5 Future review and extension of the Charter shall be based on compliance with the terms set forth in this MOU, the Charter, requirements of the Education Code, and any and all supporting regulations. SCOE or its charter oversight contractor shall review all materials submitted in accordance with County Board policy on charter schools, SCOE Administrative Rules and Regulations (ARRs) on charter schools and this MOU, and review the continued fiscal viability of TRA and its conformance with any annual audit issues. The oversight and monitoring of the Charter School shall be in accordance with the law, and as further described in this MOU. TRA and the Charter School shall comply with all of the requirements of County Board policies and SCOE ARRs, as applied to charter schools.

4. Governance and Management

- 4.1. The Charter School will operate consistent with California Ed. Code § 47604(a). TRA acknowledges, as is stated in its Charter, that it is a separate legal entity and neither the County Board nor SCOE are liable for the debts and obligations of TRA or the Charter School as per Ed. Code § 47604(c).
- 4.2. The Parties further recognize that consistent with the Charter, TRA has obtained and maintains status as a public benefit corporation as provided in California Ed. Code § 47604.
- 4.3. The County Board reserves the right to appoint a representative to the TRA Board of Directors in accordance with California Ed. Code § 47604 (b). If the County Board exercises this right, it agrees not to name a County Board member or a SCOE staff member or contractor that is directly responsible for supervision and/or oversight of the Charter School.

- 4.4. TRA agrees to comply at all times with laws which generally apply to public agencies and to comply with applicable federal or state laws (which may be amended from time to time), including but not limited to the following:
 - The Ralph M. Brown Act ("Brown Act") (<u>Cal. Gov</u>. Code, § 54950 et seq.);
 - The California Public Records Act (<u>Cal. Gov</u>. Code, § 6250 et seq.);
 - State conflict of interest laws applicable to charter schools operated by nonprofit corporations, including but not limited to the Political Reform Act/Fair Political Practices Act (Gov. Code, § 87100 et seq.), and Gov. Code § 1090, et seq.;
 - The Child Abuse and Neglect Reporting Act (Cal. Pen. Code, § 11164 et seq.);
 - The Individuals with Disabilities Education Improvement Act of 2004 ("IDEA")
 (20 U.S.C. § 1400 et seq.);
 - The Americans with Disabilities Act (42 U.S.C. § 12101 et seq.);
 - The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
 - The California Fair Employment and Housing Act ("FEHA") (<u>Cal. Gov</u>. Code, § 12900 et seq.);
 - The Age Discrimination in Employment Act ("ADEA") (29 U.S.C. § 621 et seq.);
 - Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.);
 - · Ed. Code § 220 et seq. (prohibiting discrimination);
 - The Uniform Complaint Procedure (Cal. Code Regs., title 5, § 4600 et seq.);
 - The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g et seq.);
 - Local Control Funding Formula (California Assembly Bill 97, as codified);
 and
 - All applicable state and federal laws and regulations concerning the improvement of student achievement, including but not limited to any applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 et seq.) as amended by the Every Student Succeeds Act of 2015 ("ESSA").
- 4.5. TRA agrees that all of its records that relate in any way to the operation of the Charter School, including those submitted to SCOE, shall be treated as public records subject to the requirements of the California Public Records Act, as well as California Ed. Code § 47604.3. However, SCOE agrees to consult with the Charter School regarding the potential applicability of exceptions to the Public Records Act prior to releasing any Charter School records, particularly with regard to records of employees and students.

4.6 No officer or employee of either Party has the express, implied, or ostensible power or authority to enter into or bind another Party to a contract or agreement or, in any way not authorized herein, to extend the credit of another Party to any third person or entity without the express written permission of the other Party.

5. Required Documentation

- 5.1. TRA shall provide SCOE with the documents listed and described in Schedule A, attached and incorporated herein by reference, by the dates specified therein.
- 5.2. TRA shall provide up-to-date versions of all Schedule A documents by August 1 of each year of the Term, or as otherwise specified in Schedule A.
- 5.3. In the event of a change in the documents specified here and in Schedule A, an updated version shall be posted to the Charter School's website and sent to SCOE within ten (10) business days of the date the change is approved by the TRA Board of Directors:

Articles of Incorporation

Bylaws

Conflict of Interest Policy

Roster of TRA Board of Directors

Schedule of Board of Directors' meetings

Name and contact information for Charter School leader (principal, director, or head of school, etc.)

Name and contact information for Charter School primary financial contact (CFO, COO, accountant, or back-office financial services provider, etc.)

- 5.4. TRA shall promptly respond to all reasonable inquiries by SCOE, County Board, the Superintendent of Public Instruction, their respective designees and any other authorized agency, including but not limited to financial inquiries to the Charter School, and shall consult with the County Superintendent or his/her designee regarding any inquiries as per California Ed. Code § 47604.3.
- 5.5. Pre-Opening Documentation: TRA shall also provide SCOE with the documents listed and described in Schedule C, attached and incorporated herein by reference, by the dates specified therein.
- 5.6. Provision of all documents listed in Schedule A, to the satisfaction of SCOE, is required before opening the Charter School. In the event that the County Board determines that TRA has failed to comply with these requirements, the County Board may, at its sole discretion, delay the opening of the Charter School by up to one year and specify conditions for such delayed opening.
- 6. Public Information: Website Posting

- 6.1. TRA shall post on the Charter School's website the documents listed and described in Schedule B, attached and incorporated herein by reference, by the dates specified therein.
- 6.2. TRA will promptly update the postings whenever the information changes, in no event later than ten (10) business days after the change.

7. Governing Board Activities

- 7.1. The Board of Directors of TRA shall conduct public meetings at such intervals as are necessary to ensure that the board is providing sufficient direction to TRA and the Charter School through implementation of effective policies and procedures. Board meetings of TRA will be conducted in keeping with the requirements of the Ralph M. Brown Act (Cal. Gov. Code, § 54950, et seq.) (The "Brown Act") and California Ed. Code § 47604.1. TRA Board and staff will also take actions to meet with and engage the Citrus Heights and Orangevale communities where the Charter School is located, and shall report to SCOE on these activities.
- 7.2. TRA shall ensure that all members of the Board of Directors of TRA, the Charter School leader, the Charter School primary financial contact, and any other Charter School staff deemed appropriate by TRA, have participated in training on the requirements of the Brown Act, the Political Reform Act/Fair Political Practices Act, and Gov. Code § 1090, et seq. Verification of such training shall be provided as specified in Schedule A.
 - 7.2.1. All agendas shall be provided to SCOE electronically when posted in advance of the board meeting, and such posting shall be in a conspicuous physical location/s, including all school sites, TRA's offices, and on the Charter School's website, in accordance with the Brown Act.
 - 7.2.2. Approved minutes of each Board of Directors' meeting shall be posted on Board Docs or provided to SCOE within two (2) business days of approval, as specified in Schedule A. Approved minutes shall be posted as specified in Schedule B.
 - 7.2.3. TRA's board meeting agendas and minutes shall be maintained for public inspection at the designated office of TRA during normal business hours and shall be made available promptly upon request in hard copy at all locations of the Charter School.
 - 7.2.4. If TRA makes audio or video recordings of its meetings, TRA shall post these recordings to its website, as specified in Schedule A.

8. Human Resources Management

8.1. TRA is deemed the exclusive employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) under Gov. Code § 3540, et seq. TRA will have sole responsibility for employment, management, dismissal, and discipline of its employees.

- 8.2. TRA shall distribute a copy of its employee handbook to each employee at the Charter School each year. At a minimum, the handbook shall include a statement that TRA is the exclusive employer of employees and has sole responsibility for employment, management, dismissal, and discipline of its employees. It shall also include specific expectations for employee performance and behavior, due process rights of employees related to disciplinary actions including termination (if any such rights are afforded), compensation and benefit information, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements. Such handbook shall be provided to SCOE and posted on the Charter School's website, as provided in Schedules A and B.
- 8.3. At all times during the Term of the Charter, TRA employees at the Charter School, parent volunteers who will be performing services with TRA students that are not under the direct supervision of a certificated teacher, and all vendors having unsupervised contact with TRA students will submit to background checks and fingerprinting in accordance with Ed. Code § 45125.1. TRA will provide certification to SCOE that all employees and volunteers/vendors (as applicable) have cleared a criminal records check through the Department of Justice ("DOJ") and the Federal Bureau of Investigation ("FBI") prior to their having any unsupervised contact with students.
- 8.4. TRA shall maintain evidence of employee background checks and vendor employee background checks in the Human Resources Department of TRA, and shall make such evidence available for inspection by SCOE during site visits.
- 8.5. As specified in Schedule A, TRA shall provide SCOE with proof that all of the Charter School's teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold, except as otherwise exempted by the Act. TRA will have documentation on file (for inspection upon request) of its teachers' credentials and of all other verifications required by law.
- 8.6. If TRA offers employees of the Charter School the opportunity to participate in STRS or PERS, TRA shall be responsible for contracting with a third party, for example SCOE, for reporting purposes and for payment of costs to SCOE that are associated with such reporting. Such arrangements must be made in writing with the third party prior to the hiring of any employee.

9. Charter School Students

9.1. The Parties recognize and agree that the Charter School will be open to all students. The Charter School shall adopt and adhere to anti-discrimination policies that are consistent with law and prohibit unlawful discrimination against any protected group. Protected groups put forth under Title IX and in California are enumerated by Gov. Code § 12940, Cal. Ed. Code §§ 200 and 220, Gov. Code §11135, and include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnicity, race, ancestry, national origin, religion, color, mental or physical disability, genetic condition or information,

- and age, as well as association with a member of a protected class. Additionally, it is the policy of the State of California, pursuant to Section 200 that all persons should enjoy freedom from discrimination and/or harassment of any kind in the educational institutions of the state. This includes sexual harassment, which is a form of sexual discrimination (Ed. Code § 231.5).
- 9.2. TRA shall make a serious and consistent effort to specifically reach and recruit students to the Charter School to achieve a pupil population that is reflective of the pupil population residing within the school district in which the Charter School is located. TRA shall provide reports of its recruitment efforts and the demographics of its pupil population upon enrollment of 144 students or before the beginning of the 2020-2021 school year (whichever occurs first), at least once each school year thereafter, and upon request by the County Board or SCOE, along with the following information:
 - Detailed descriptions of all outreach and recruitment activities that have been or will be conducted to reach a diverse pupil population.
 - Procedures for application, the public random drawing, enrollment, and admission.
 - Evidence of public random drawing preferences consistent with the Charter and County Board conditions of operation.
 - A copy of any application, enrollment forms, and information provided to prospective families.
- 9.3. If a Charter School student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of a student's last known address within 30 days (pursuant to Ed. Code § 47605(d)(3)), and shall maintain records of such notifications during the Term of this Agreement for SCOE review upon request.
- 9.4. To the extent necessary to discharge its reasonable supervisorial oversight activities, the Charter School hereby designates the employees of SCOE as having a legitimate educational interest such that they are entitled upon request to access to the Charter School's education records under the Federal Education Rights and Privacy Act ("FERPA") and related state laws regarding student records. SCOE, the Charter School, and their offices and employees shall comply with FERPA and state laws regarding student records at all times.

10. Required Disclosures

10.1. TRA shall immediately notify SCOE of any pending or actual litigation and/or claim from any party against the Charter School or notice of criminal or civil action against the Charter School or any employee, agent or volunteer that may involve or affect the Charter School. TRA shall immediately notify SCOE of any request for information by any governmental agency about the Charter School. In addition, TRA shall immediately notify SCOE of any other matter that could substantially impact the operation of the Charter School even if it relates to other operations of TRA or other schools operated by TRA.

- 10.2. SCOE shall immediately notify TRA of any pending or actual litigation and/or claim from any party or notice of any potential litigation and/or claim against SCOE, the County Board, TRA or the Charter School, that may involve or affect TRA or the Charter School. In addition, SCOE shall immediately notify TRA of any request for information by any governmental entity about TRA or the Charter School.
- 10.3. [Details to be clarified] TRA shall obtain approval from SCOE before undertaking loans or other debt for the Charter School. If TRA seeks any loans or advance receipt of funds for the Charter School, it shall establish a fiscal plan for repayment in advance of receipt of such loans. TRA shall provide advance written notice to SCOE specifying its intent to apply for a loan for the Charter School and obtain approval from SCOE. Advance notice shall include a description of the need for the loan, its terms, and the plan for repayment, including a cash flow schedule. If a loan is received, TRA shall, at the time of deposit of any sums which are loans to TRA for the Charter School, provide SCOE with the loan documents, minutes of TRA's Board meetings at which such loan was approved, plan for repayment and updated cash flow schedule. TRA shall provide notice before undertaking loans or other debt for the benefit of other charter schools operated by TRA, but no advance approval by SCOE shall be required.

11. Indemnification

TRA shall hold harmless, defend, and indemnify the County Board and SCOE, its officers, employees, volunteers, contractors, and agents ("SCOE Indemnified Parties") from any and all claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions, and costs, including all legal fees or costs which actually or allegedly arise in any manner from opening the Charter School, operation of the Charter School, this MOU, or the operation or activities of TRA, its charter schools, or any real or personal property in its care, custody or control. In such cases, TRA at its own expense and risk shall defend all legal proceedings that may be brought against it and/or the County Board, County Superintendent, SCOE, or its officers, employees, volunteers, and agents and satisfy any resulting judgments, including attorneys' fees and costs, up to the required amounts that may be rendered against any of them.

SCOE shall hold harmless, defend, and indemnify TRA and the Charter School, its officers, employees, volunteers, contractors, and agents ("TRA Indemnified Parties") from any and all claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions, and costs, including all legal fees or costs which actually or allegedly arise in any manner from the misconduct of SCOE or its officers, employees, volunteers, contractors and agents. In such cases, SCOE at its own expense and risk shall defend all legal proceedings that may be brought against TRA Indemnified Parties and satisfy any resulting judgments in an amount proportionate to SCOE's fault, including attorneys' fees and costs, up to the required amounts that may be rendered against any of them.

These provisions shall survive the termination of this MOU.

- 12.1. TRA shall procure from an insurance carrier licensed to do business in the State of California or a qualified joint power authority ("JPA") registered with the California Department of Industrial Relations, and keep in full force during the term of the Charter that is coextensive with its indemnity obligations and at least the following insurance coverage for itself and the Charter School:
 - 12.1.1. Property Insurance against fire, vandalism, malicious mischief and such other perils as are included in 'special form" coverage insuring all of TRA's trade fixtures, furnishings, equipment, and other personal property. The property policy shall include 'extra expense' coverage and shall be in an amount not less than 100% of the replacement value.
 - 12.1.2. Commercial General Liability In an amount not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) in total general liability insurance for bodily injury (including death), property damage, and personal and advertising injury arising out of or connected to TRA's premises and operations. TRA shall also maintain errors and omissions/educators legal liability, sexual abuse and molestation coverage, and employment practices liability of TRA, its governing board, officers, agents, or employees of the Charter School with limits of not less than the amount stated above. The amount of total general liability insurance required shall increase to ten million dollars (\$10,000,000) when the Charter School's ADA (as reported at P-Annual) exceeds 300. The deductible per occurrence for said insurance coverage stated herein shall not exceed twenty thousand dollars (\$20,000).
 - 12.1.3. Workers' Compensation In accordance with the provisions of the California Labor Code, insurance adequate to protect TRA from claims under Workers' Compensation Acts which may arise from its operation of the Charter School, with statutory limits, and Employer's Liability coverage with limits of not less than one million dollars (\$1,000,000) per accident or disease.
 - 12.1.4. Automobile Insurance for all owned (if applicable), non-owned, borrowed, leased or hired automobiles in an amount of not less than one million dollars (\$1,000,000) per accident.
- 12.2. In addition, TRA shall institute a risk management plan, including policies and practices to address reasonably foreseeable occurrences, and will provide SCOE with such plan and with annual certification that such policies and practices have been instituted at the Charter School, as specified in Schedule A.
- 12.3. All liability insurance policies required under this section shall be endorsed to name the County Board, SCOE, and its employees and agents as additional insureds, and that such insurance policy(ies) shall be primary and any insurance or selfinsurance maintained by SCOE, the County and/or its employees shall not be required to contribute with it.
- 12.4. TRA shall provide evidence of all applicable insurance coverage, with additional insured endorsements, to SCOE (as specified in Schedule A and Schedule C) and

- will instruct the insurance carrier(s) to inform SCOE immediately if the coverage is reduced or becomes inoperative for any reason. SCOE may request to see evidence of insurance coverage during site visits.
- 12.5. If any of the above required coverage should expire, lapse or be canceled and not be immediately replaced by TRA, SCOE shall have the right, but not the obligation, to purchase similar coverage at TRA's sole expense.

13. Facilities

- 13.1. It is understood and agreed that the County Board and/or SCOE have no obligation to provide facilities to TRA for the Charter School. The Charter School intends to begin operating in 2020-2021 at a temporary school site located at 7755 Hazel Avenue in Orangevale, California, and to move to a permanent school site in Citrus Heights as soon as feasible. The Charter School will regularly update SCOE on the progress and plans for its permanent school facility in Citrus Heights, and will obtain County Board approval before opening and operating its permanent school facility or any other school facility.
- 13.2. TRA shall ensure that the Charter School's facility is located in an area that is properly zoned for operation of a school and that has received a conditional use permit, and that has been cleared for student occupancy by all appropriate local authorities. All facilities must meet all applicable health and fire code requirements and zoning laws. TRA will furnish SCOE, as provided in Schedule A, with all local approvals (Ed. Code § 47610(d)), including applicable fire marshal clearances, certificates of occupancy, signed building permit inspections, and approved zoning variances. The Charter School cannot exempt itself from applicable local zoning or building code ordinances.
- 13.3. A pre-opening site visit will be conducted prior to opening any school facility to determine that the facility is clean, safe, Americans with Disabilities Act (ADA) compliant, has necessary local approvals, and meets other requirements. Under extraordinary circumstances (e.g., a change of facility necessitated by fire or natural disaster), SCOE may waive the pre-opening site visit. Schedule D outlines the expectations for the condition of Charter School facilities and includes a checklist that will be used for site visits.
- 13.4. Before changing its school facility or opening and operating any new or additional school facilities, TRA will submit a request for a material revision of its Charter to the County Board for approval, pursuant to Section 23 of this MOU. Approval must be obtained before any new or additional sites can begin operation. The County Board shall not unreasonably withhold approval of a change of school facilities.

14. Food Service and Transportation

14.1. Charter School shall provide for each needy pupil, one nutritionally adequate free or reduced-price meal during each school day, as described under Ed. Code § 49550. Needy children shall be defined as those children who meet federal eligibility criteria for free and reduced price meals as defined in Ed. Code § 49531.

- 14.2. TRA shall be responsible for any and all transportation offered by TRA to students who enroll in the Charter School, including but not limited to any and all transportation required in any student IDEA Individual Education Plan ("IEP") or Rehabilitation Act Section 504 Plan.
- 15. Accountability for Academic Performance
 - 15.1. TRA shall comply with and adhere to the state requirements for participation and administration of all state mandated tests for the Charter School.
 - 15.2. In conjunction with the School Accountability Report Card required by state law, on or before February 1, 2022, TRA shall provide to SCOE an Annual Report of Activities to SCOE for the Charter School for the 2020-2021 academic year that addresses the school's progress, including progress toward achieving Measurable Pupil Outcomes specified in the Charter.
 - 15.3. The Charter School shall comply with Ed. Code § 47606.5 (regarding Local Control Accountability Plans ["LCAP"]), as that statue may be amended from time to time, as well as its implementing regulations, if any. The Charter School shall submit an initial LCAP plan to SCOE by July 1, 2020, and a final adopted LCAP on or before July 1 annually thereafter, unless a different date is established by law. The Parties acknowledge that material revision of the Charter may be necessary to align the LCAP with the Charter's Measureable Pupil Outcomes, and that results reported on the LCAP may be relied upon by the County Board in making decisions on material revisions, charter renewal, and replication of charter schools.
 - 15.4. If the Charter School fails to meet state and federal performance standards and expectations or fails to improve pupil outcomes as specified in Education Code 47607.3, it will be required to prepare a Student Achievement Plan (Achievement Plan). If applicable, the requirements of Education Code 47607.3 shall also apply. The Achievement Plan must be provided to SCOE and available for review by parents and others. The Charter School will be responsible for providing an annual progress report on the Achievement Plan.
 - 15.4.1. Upon approval by SCOE, the Charter School will implement its Achievement Plan setting forth specific goals, how progress towards and achievement of each goal will be measured, data that will be collected, and proposed expenditures. The Achievement Plan shall no longer be required once the Charter School meets state and federally adopted performance standards and expectations for improvement (both schoolwide and by significant subgroups), including those adopted by the State Board of Education under Education Code 52064.5, for two consecutive years.
 - 15.5. At the request of SCOE or the County Board, TRA shall present updates and or reports regarding the Charter School to the County Board throughout the year.
- 16. Services for Students with Disabilities

- 16.1. At all times during the Term of the Charter and this MOU, TRA shall act as its own local education agency ("LEA") in a Special Education Local Planning Area ("SELPA"), or as a duly constituted SELPA approved by the State of California. As specified in Schedule A, TRA shall provide SCOE with a copy of the Local Plan and documentation of the status of the Charter School as an LEA in good standing with a state-approved SELPA or as a state-approved SELPA.
- 16.2. TRA and/or the Charter School shall assume all responsibility, including but not limited to full financial responsibility, for the implementation of student plans and provision of educational services under Section 504 of the Rehabilitation Act, for all students who are enrolled in the Charter School.
- 16.3. TRA shall provide its own properly credentialed and fully qualified coordinator for special education and shall be responsible for referrals, identification, assessments, IEPs and Section 504 team meetings, implementation of Section 504 Plans and IEPs, complaints, mediations, and due process hearings. TRA may contract with any school district or other qualified organization for other services on behalf of the Charter School, provided that such are at no cost to the County Board and/or SCOE. Written agreements shall be authored to specify such services and costs. It is further recognized that TRA and/or the Charter School may contract with a SELPA, employ its own staff and/or contract with other vendors to deliver services required by the IEPs and/or Section 504 Plans of students enrolled in the Charter School and as otherwise required by applicable state and federal laws.
- 16.4. As specified in Schedule A, TRA shall provide special education revenue and expense schedules to SCOE as back-up to required regular financial reports. To the extent that the delivery of Section 504 and/or special education services and adherence to Section 504 and special education laws have costs in excess of revenue allocated to the Charter School for such purposes, TRA and the Charter School shall be responsible for any and all such costs related to students of the Charter School.
- 16.5. TRA and the Charter School agree to fully and promptly comply with any reasonable requests for information made by SCOE with regard to special education services and individual students at the Charter School. SCOE may establish regular meetings with the TRA special education coordinator for purposes of reviewing special education and/or Section 504 compliance. SCOE may also take action to monitor the Charter School to ensure that special education and/or Section 504 services are being provided as required by law and applicable SELPA policy.
- 16.6. TRA shall be fully and solely responsible for all special education expenses. In addition to the general indemnification requirement, TRA shall hold harmless, defend, and indemnify the County Board, County Superintendent, SCOE, its officers, employees, volunteers, and agents from every liability, claim, demand, action, cause of action, suit, loss, expense, penalty, obligation, error, omission, including all legal fees and costs which actually or allegedly arise in any manner from TRA' responsibility to provide special education services. In such cases, TRA at its own expense and risk shall defend, with counsel satisfactory to SCOE, all legal or other proceedings that may be brought against it and/or the County Board,

County Superintendent, SCOE, its officers, employees, volunteers, and agents involving a student's enrollment, services, and/or attendance at the Charter. School, and satisfy any resulting judgments, including attorney fees and costs, up to the required amounts that may be rendered against any of them.

- 16.7. TRA acknowledges that its failure to provide any Section 504 and/or special education services for students as required in their Section 504 Plans and IEPs may constitute a material violation of the conditions, standards and procedures set forth in the Charter and this MOU, as well as violation of applicable law which may be sufficient to support the County Board's revocation of TRA's Charter pursuant to Ed. Code § 47607.
- 16.8. TRA shall develop, maintain, and implement policies and procedures to ensure that eligible students with disabilities are properly identified, assessed by qualified assessors and IEPs or 504 Plans for the students are properly established, implemented, and complied with such that a Free and Appropriate Public Education ("FAPE") in the Least Restrictive Environment ("LRE") is provided in accordance with state and federal law. Such policies shall, as specified in Schedule A, be provided to SCOE.

17. Independent Study

- 17.1. The Charter School may offer families the opportunity to use short-term independent study contracts for students who receive prior approval for absences due to travel or for absences due to illness. Any such independent study will be limited to occasional, incidental instances of absences, and must be fully compliant with all independent study statutes and regulations applicable to charter schools.
- 17.2. If the Charter School provides instruction through independent study on more than an incidental basis, it shall comply with all requirements of statute applicable to independent study in charter schools, including Ed. Code § 51745, et seq., and applicable regulations.

18. Funding

- 18.1. The Charter School shall be direct funded in accordance with Ed. Code § 47630 et seq. The Charter School is eligible for a general-purpose entitlement and supplemental funding allocated through the Local Control Funding Formula ("LCFF") under Ed. Code § 42388 et seq. In addition to LCFF funding, the Charter School may continue to receive Block Grant Funding for eligible expenses from prior years consistent with state law. It shall be the responsibility of the Charter School to apply for funding beyond the basic statutory entitlements of the base grant due to the Charter School under LCFF.
- 18.2. The Parties specifically agree that it is not the responsibility of SCOE to provide funding in lieu of property taxes to TRA for the Charter School.
- 18.3. In the event that the County Board seeks and receives a voter approved bond, parcel tax, etc., the Charter School and/or TRA shall have no entitlement to any portion of the funds unless otherwise negotiated in advance and agreed to in

- writing. The Parties shall meet sufficiently in advance of any action by SCOE to pursue such measures so as to advise TRA and to determine the positions of the Parties. TRA agrees that it and the Charter School have no entitlement to funds currently being received, if any, by the County Board and/or SCOE under former parcel tax or bond elections.
- 18.4. TRA is to operate the Charter School in a financially sound fashion. It is agreed that all loans or debt sought by TRA for the Charter School shall be authorized in writing in advance by TRA, approved by SCOE, and shall be the sole responsibility of TRA. Notification of loans shall be provided pursuant to Section 10 of this MOU. In no event shall the County Board and/or SCOE have any obligation for repayment of such loans. This provision shall not be interpreted to require TRA to seek advance approval from SCOE for loans or debt sought by TRA to benefit other charter schools operated by TRA. [Details to be clarified]
- 18.5. SCOE shall not advance any funds to TRA for the Charter School. In addition, SCOE shall not act as or provide a line of credit to TRA for the Charter School.
- 18.6. The Parties agree that neither SCOE nor the County Board shall act as fiscal agent for TRA or the Charter School. It is agreed that TRA shall be solely responsible for all fiscal services for the Charter School such as payroll, purchasing, attendance reporting, and completion and submission of state budget forms. SCOE shall process and transfer to TRA all payments received by SCOE for the Charter School in a timely fashion.
- 18.7. To the extent that TRA wishes to contract with SCOE for any services to the Charter School beyond those specified in this agreement, a separate written contract with SCOE shall be required and the costs of such services paid in full by TRA.
- 18.8. TRA and the Charter School will use all revenue received from state and federal sources only for the educational services of TRA and the Charter School and for the benefit of the students enrolled and attending the Charter School. Sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions, if any, of any grant or donation.
- 18.9. TRA will develop and maintain internal fiscal management and control policies governing all fiscal activities. Such policies and procedures are required prior to opening the Charter School, as specified in Schedule A, and are subject to review during site visits to verify that they are being implemented.
- 18.10. TRA shall adopt and apply generally accepted accounting principles, as well as policies, to ensure the Charter School's funds are used to most effectively support its mission, and to ensure that funds are budgeted, accounted for, expended, and maintained in an appropriate fashion. Such policies will include, but are not limited to, principles that ensure that:
 - Expenditures are authorized by and in accord with amounts specified in the TRA Board of Directors' adopted or revised budget.

- TRA funds are managed and held in a manner that provides a high degree of protection of the Charter School's assets.
- All transactions are recorded and documented in an appropriate manner that allows reporting to the State as required by SCOE or the California Department of Education (CDE).
- 18.11. Where applicable, the Parties agree that prior to the Charter School commencing operations, the Charter School's advance apportionment and any subsequent apportionments will be retained by SCOE until all conditions approved by the County Board and all requirements of County Board Policy and SCOE ARRs have been met.

19. Attendance Reporting

- 19.1. TRA shall use commercially available attendance accounting software (such as PowerSchool, SASI, etc.) for student attendance accounting at the Charter School. TRA on behalf of the Charter School shall submit enrollment and attendance data as required to receive apportionment of funding according to the deadlines specified in Schedule A. SCOE staff will review and certify the accuracy of the Charter School's attendance data submitted by TRA only when all documentation has been submitted and is accurate. Attendance data submitted without the requisite detail will not be processed and may result in a delay of funding to the Charter School.
- 19.2. TRA shall make available to SCOE on request all backup attendance documents. TRA shall submit monthly summary reports, due the 15th of every month, of enrollment and average daily attendance ("ADA").
- 19.3. Monthly site-based attendance sheets, signed and dated by teachers, and evidence of contact made with parents when students are absent from school, (e.g., parent contact log, absence log. etc.), shall be maintained by TRA, and may be reviewed by SCOE during site visitations.

20. Financial Reporting

- 20.1. TRA is required by Ed. Code § 47604.33 to submit periodic financial reports of revenues, expenditures, and reserves. In order to meet statutory timelines for financial reporting, TRA shall submit such reports to SCOE for review, using the state software or the Charter School Alternative Reporting form. Specified backup information shall be consistently provided for each reporting period. Any significant changes in the budget or interim reports from one reporting period to the next must be explained in writing. Schedule E outlines the financial information that shall be reported to SCOE. SCOE may request additional information, as necessary, to evaluate the fiscal condition of the Charter School.
- 20.2. The Parties agree that maintenance of a sufficient level of funding reserve is in the best interest of the Charter School and its successful operation. Accordingly, ARCA shall maintain unrestricted reserves of no less than five percent (5%) for the Charter School.

21. Annual Audit

- 21.1. TRA shall submit an annual independent financial audit in accordance with Ed. Code §§ 47605(m) and 41020(h), as applicable, to the State Controller's Office, SCOE, and the California Department of Education ("CDE") no later than December 15 of each year. In order for TRA to receive a favorable recommendation for renewal, corrective action plans shall have been implemented in a timely manner to the satisfaction of SCOE for any findings or exceptions identified in each annual audit, such that there are no continuing prior year findings or deficiencies identified in the following year. The audit shall be conducted by an auditor from the list approved by the State Controller's Office. SCOE shall be notified of TRA's selection of an auditor by April 1.
- 21.2. In addition to TRA's financial statements for the Charter School, the audit shall include, as applicable, but not be limited to, review of contemporaneous records of attendance and annual instructional minutes, and such other reviews as required by law for the audit of charter schools.

22. Monitoring and Oversight

- 22.1. SCOE will conduct at least one (1) visit to the Charter School annually in accordance with the Charter Schools Act. The information gathered will be used to assess the Charter School's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the Charter and this MOU. A school site visit may include review of the facility, review of records maintained by TRA for the Charter School, interviews with the management of TRA, TRA employees working at the Charter School including the site principal, and the Charter School's students and parents, as well as observation of instruction in the classroom(s). Any deficiencies will be reviewed with the Charter School's site principal and TRA staff and an opportunity provided for comment, explanation and\or correction. The evaluations for each year will be used, in addition to other information and reports, to determine a renewal decision to the extent allowed by law.
- 22.2. TRA shall, in cooperation with SCOE or its oversight contractor, provide an annual written report and evaluation, a second report and update, and additional reports as requested by the County Board, SCOE, or its oversight contractor. The annual report shall include:
 - Analysis of whether goals included in the approved Charter are being met, including the demographics of the Charter School's pupil population.
 - TRA recruitment efforts.
 - Analysis of TRA's progress toward meeting its LCAP goals.
 - Review of all state and federal mandated student assessment data and reports both in aggregate and disaggregated by numerically significant subgroups.

- Progress made toward meeting any state and federal accountability targets, as defined by law.
- Results of any additional schoolwide internal assessments used by the Charter School.
- Plans to address areas identified as needing improvement by Charter School.
- Evidence TRA is financially sound.
- Activities taken to meet with and engage the Citrus Heights and Orangevale communities in Charter School governance.
- Detailed descriptions of all outreach and recruitment activities that have been or will be conducted to reach a student population that reflects the demographics of SJUSD.
- Information on how the County Board and SCOE can support the Charter School's success during the forthcoming year.
- To the extent not already addressed, all of the following:
 - Summary of major decisions made/policies established by TRA's Board of Directors in the prior academic year, pertaining to the Charter School.
 - Data on level of parent involvement in governance and operation of the Charter School.
 - Summary data from annual student/parent satisfaction survey.
 - Overview of admission practices and the public random lottery, including:
 - Number of students participating in the lottery.
 - Number of students actually enrolled.
 - Number of students on waiting list.
 - Demographics of students enrolled, including summary of gains and losses.
 - Report on any and all expulsions and suspensions during prior year.

The second report shall provide updates in any areas that have changed since the annual report.

- 22.3. SCOE reserves the right to make unannounced visits to the Charter School.
- 22.4. TRA will respond to all requests for information from the County Board, Superintendent, or oversight contractor.
- 22.5. TRA shall be charged an annual oversight fee by SCOE for the cost of oversight, monitoring, and reporting concerning the Charter School in accordance with Ed. Code § 47613, with such fees capped at 1% of the LCFF

base entitlement revenue received by the Charter School. The oversight fees shall be invoiced in April of each year based upon P-1 data, with payment due and payable within 30 days of receipt. Oversight fees shall be trued up based on P-2 data. Oversight fees shall be used to offset consultant and administrative costs required for comprehensive oversight.

23. Material Revisions to Charter

- 23.1. Changes to the Charter deemed to be material revisions may not be made without prior approval from the County Board per Ed. Code § 47607. Changes to the Charter considered to be material revisions include, but are not limited to, the following:
 - 23.1.1. Substantial changes to the educational program, mission, or vision of the Charter School, including the addition or deletion of a major program component that is a distinctive feature of the Charter School, such as Core Knowledge, STEM, language immersion, arts integration, etc.
 - 23.1.2. Adding a classroom-based or non-classroom based program and/or facility not expressly authorized by the Charter.
 - 23.1.3. Addition of more than 25% enrollment in any grade level or 10% total of enrollment above the levels specified in the charter in any given year. For every year after the first year of operation, changes in enrollment that represent an increase or decrease from the annual enrollment originally projected in the charter petition by more than 25% in any grade level or 10% percent of total enrollment in any given year.
 - 23.1.4. Addition of grade levels not expressly authorized by the charter in any given year. And, for every year after the first year of operation, addition or deletion of grades or grade levels to be served, for the program as a whole or in a given year, not expressly authorized by the Charter, or otherwise required by law.
 - 23.1.5. Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing purposes or due to a natural disaster or lack of habitability of the Charter School's facilities shall be exempt from this provision.
 - 23.1.6. Changing the name of the Charter School.
 - 23.1.7. Entering into a contract to be managed or operated by any other corporation or entity, such as an Educational Management Organization or a Charter Management Organization other than TRA.
 - 23.1.8. Substantial changes to admission requirements and/or enrollment preferences identified in the Charter.
 - 23.1.9. Substantial changes to the governance structure as described in the corporate bylaws, including but not limited to, changes in the authorized

number of board members, method by which sitting board members are removed, method by which new board members are selected, and/or provisions that reduce the size of the quorum required for a meeting and/or majority required for action.

23.2. Changes to the Charter not deemed to be material revisions may be made by TRA following notification to SCOE. Such notice shall be provided, in writing, at least 10 business days in advance of the TRA board meeting at which the revision is to be approved. Disagreement as to the materiality of the proposed revision/s shall be resolved consistent with the dispute resolution provisions of this MOU.

24. Charter Renewal

TRA may seek renewal of the Charter prior to expiration of the Term of the Charter in accordance with statutory provisions, SCOE Policy, and Administrative Rules and Regulations. TRA shall submit its renewal petition for the next charter term along with a copy of the most recent Annual Report of Activities and/or Local Control Accountability Plan Annual Update to SCOE, no sooner than July 1 of the fiscal year in which the Charter School would cease operations without renewal. SCOE shall review the charter petition, academic and financial performance, audit reports, annual visitation reports, and may conduct a renewal site visit prior to scheduling the renewal request for consideration by the County Board. To the extent required, the charter renewal petition shall be revised in accordance with current statutes and regulations.

25. Charter Revocation

- 25.1. The County Board shall have the right to revoke the Charter in accordance with Ed. Code §§ 47607, 47607.3 or other applicable statute or regulations. Prior to instituting revocation proceedings, SCOE may provide progressive notices that correction of a problem at the Charter School by TRA needs to occur with specified timelines. The minimum progression of notification of corrective action for concerns the County Board considers to involve violation(s) of Ed. Code § 47607(c) is as specified in 5 CCR § 11968.5.2. Additional notification may be provided, at the sole discretion of SCOE.
- 25.2. If the County Board determines, based on report/s of SCOE, that there is a severe and imminent threat to the health or safety of students and/or staff of the Charter School, and makes such determination in writing, per Ed. Code § 47607(d), it may take immediate action to assure the safety and well-being of the students, staff, and community, consistent with 5 CCR § 11968.5.3. Such immediate action, as deemed appropriate by the County Board, in its reasonable discretion, may include but is not limited to revocation of its charter in accordance with Ed. Code §§ 47607(d) and/or (e).
- 25.3. During the period prior to revocation, TRA shall have the opportunity to work with SCOE or the County Board to address the concerns and develop a plan to remediate all areas to the reasonable satisfaction of the County Board.

26. Charter School Closure

- 26.1. At all times it is operational during the Charter Term, TRA will maintain a description of the procedures to be used in the event the Charter School closes, provide such procedures to SCOE as specified in Schedule A, and post them as specified in Schedule B. Procedures must be compliant with requirements contained in 5 CCR § 11962, and consistent with the content of the Charter.
- 26.2. If the Charter School is to close permanently for any reason (i.e., voluntary surrender, non-renewal, or revocation), SCOE on behalf of the County Board shall serve written notice on TRA that the closure procedures have been invoked. TRA will immediately identify to SCOE the specific individual who is responsible for coordinating the Charter School's close out activities. SCOE will identify a staff person who will work with the Charter School to accomplish all close out activities.
- 26.3. TRA expressly acknowledges the right of SCOE, on behalf of the County Superintendent of Schools (pursuant to Ed. Code § 47604.4), to gain full access and copies of all student and business records concerning the Charter School at any time after the County Board gives written notice that it is invoking the closure procedures.

27. Dispute Resolution

- 27.1. It is expressly agreed by the Parties that dispute resolution process described herein supersedes that included in the Charter for disputes between and among TRA, SCOE, and/or the County Board.
- 27.2. In the event of a dispute between TRA and SCOE and\or the County Board relating to the Charter or this MOU, which does not involve revocation, and which cannot be resolved directly, the Parties shall seek to resolve the dispute using the process described below:
 - 27.2.1. The disputing party shall provide written notice of the dispute to the other Party or Parties. Notice shall be provided as specified in this MOU.
 - 27.2.2. The Charter School's designated representative shall meet with SCOE's designated representative within thirty (30) days of the date of the written notice to attempt informal resolution of the dispute.
 - 27.2.3. By mutual agreement, in writing, the Parties may engage the services of a third-party mediator to assist with informal resolution of the dispute. If so, the Parties shall select a mutually agreeable mediator. All costs for the services of the mediator shall be borne equally by the Parties.
- 27.3. If a dispute between TRA and SCOE and/or the County Board is not resolved through the dispute resolution set forth above within ninety (90) calendar days of the date notice is given by the complaining Party to the other Parties, or by such alternative deadline as may be established by mutual agreement in writing, either party may pursue any other remedy available under the law.

28. Severability

28.1. If any provision or any part of this MOU is for any reason held to be invalid and or unenforceable or contrary to public policy, or statute, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

29. Venue

29.1. The Parties agree that any legal action to enforce the terms of this Agreement shall be brought in the appropriate court in Sacramento County, California.

30. Non-Assignment

30.1. No portion of this MOU or the Charter approved by the County Board may be assigned to another entity without approval of a material revision of the Charter pursuant to Section 23.

31. Amendment and Waiver

- 31.1. Any waiver, amendment, modification, or cancellation of any provisions of this MOU must be in writing and executed by duly authorized representatives of all Parties specifically indicating the intent of the Parties to modify this MOU. No such amendment or waiver shall be effective absent approval or ratification by the County Board and the governing board of TRA.
- 31.2. Proposed revisions to the MOU may be submitted by any of the Parties at any time, through notice duly given in accordance with Section 33.
- 31.3. The failure of either Party at any time to require performance of any provision hereof shall in no manner affect its right at a later time to enforce such provision.

32. Captions and Section Headings

32.1. The captions and section headings used in the Charter and this MOU are inserted for convenience only and should not affect the meaning or interpretation of the terms of the Charter or this MOU.

33. Notification

33.1. All notices, requests, and other communications under this MOU shall be in writing and mailed or delivered by overnight courier to the proper addresses as follows:

To the County Board at:
Sacramento County Board of Education
P.O. Box 269003
Sacramento, CA 95826-9003
Attn: Board President

To SCOE at: Sacramento County Office of Education Charter Schools Office P.O. Box 269003 Sacramento, CA 95826-9003

Attn: Sacramento County Superintendent of Schools

To TRA at:
The Rocklin Academy
2204 Plaza Drive, Suite 200
Rocklin, CA 95765
Attn: Robin Stout, Executive Director/Superintendent

34. Entire Agreement; Counterparts

34.1. This MOU and attached schedules contain the entire agreement of the Parties with respect to the matters covered herein, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this MOU. This MOU may be executed in counterparts, each of which shall constitute an original. Facsimile copies of signature pages transmitted to other Parties of this MOU shall be deemed equivalent to original signatures on counterparts.

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be executed by duly authorized officers or representatives set forth below and to be effective as of the Effective Date.

Date	Executive Director/Superintendent, TRA
Date	President, Sacramento County Board of Education
Date	Sacramento County Superintendent of Schools for Sacramento County Office of Education
Approved and ratified by the following vote	this of, 2020 by the Sacramento County Board of Education:
AYES:	
NOES:	
ABSTAIN: _	
Certification by the B	oard Secretary
	· · · · · · · · · · · · · · · · · · ·

SCHEDULE A

Charter School Pre-Opening Requirements

Provision of all documents listed in Schedule A, to the satisfaction of SCOE, is required before opening the Charter School. In the event that the County Board determines that RAFOS has failed to satisfy these requirements, the County Board may, at its sole discretion, delay the opening of the Charter School by up to one year and specify additional or altered requirements or conditions for such delayed opening.

Item	Description	Due Date (all dates prior to school opening)	
SCHOOL BASICS			
School contact information	School contact information: school leader name, school phone, school fax, school leader emergency phone, leader email, school address	July 1	
CDE code	Confirmation of receipt of CDS code	July 1	
School leadership	Roster of school leadership with phone and email, including: school leader assistant leader (vice principal, assistant principal, etc.) on-site coordinators and/or coaches designated special education coordinator designated English learner coordinator designated Section 504 coordinator designated homeless coordinator office/operations manager primary finance/accounting contact primary human resources contact		
Organizational chart	Structure of organization from governing board to classroom teacher, including Charter Management Organization, if applicable	August 1	
GOVERNANCE			
Final charter	Final copy of charter correctly referencing SCBE and SCOE	One week prior to SCBE approval of MOU	
Articles of Incorporation	As submitted to the state	July 1	
Bylaws	Latest version approved by the governing board	July 1	
501(c)(3) tax-exempt status	Letter from IRS confirming approval of tax exempt status	July 1	
Board roster	Names and email addresses of all board members, with end date for current term of service, officers and committee assignments identified	September 1	
Board clearance	Certification of clearance of governing board members (DOJ and FBI criminal background check; child abuse registry check)	September 1	
Board training	Verification of annual Brown Act and Fair Political Practices Act training for board and leadership	September 1	
Board meeting schedule	Dates, times, and locations for all regular meetings of the board for the fiscal year, include all standing committees; identify annual organizational meeting at which board members and officers are elected	September 1	
Meeting agendas	All board and standing committee meeting agendas for the period from approval of the charter by SCBE to the due date	September 1	

Item	Description	Due Date (all dates prior to school opening)
Meeting minutes	Minutes of all board and standing committee meetings for the period from approval of the charter by SCBE to the due date	September 1
ADOPTED POLICIES	All policies to be clearly marked with date of most recent board adoption	
Conflict of Interest Policy	Conflict policy compliant with Charter, Fair Political Practices Act, and Government Code Section 1090	August 1
Public Records Act Policy	Procedures implementation of California Public Records Act	August 1
Special Education Policy	Including procedures compliant with IDEA and requirements of SELPA; consistent with Charter	July 1
Student Records Policy	FERPA-compliant student records policy, including information on directories and parental access to records	July 1
Admission/Enrollment Policy	Procedures for admission and enrollment of students in the school, including assurances of non-discrimination	July 1
Student Discipline Policy	Policies and procedures for student discipline, including behavior expectations, suspension/expulsion standards, and due process, including procedures for students with disabilities	July 1
Rehabilitation Act Section 504 Policy	Procedures to ensure compliance with legal requirements; consistent with Charter	July 1
English Learner Policy Procedures to ensure compliance with legal requirement including identification, placement and reclassification with Charter		July 1
Complaint and/or Internal Dispute Resolution Policy	t and/or Internal Including procedures and forms, must include Uniform	
Fiscal Management/ Control Policy	Internal fiscal control policies and procedures meeting GAAP, including procedures for receipt and disbursement of funds, reconciliation of accounts, contracting, budget preparation, and protection of assets	July 1
Health and Safety Policy/ies	Covering student health and wellness practices (including immunizations, medications, screenings, student wellness, and food service) and safety procedures for each campus, including campus supervision, field trip supervision, and screening of volunteers	August 1
Student Grading/Promotion	Policies and procedures regarding student grading, placement of students by grade, promotion from one grade to the next, and retention in current grade; including samples of parent notifications	August 1
Student Free Speech Policy	Standards and procedures regarding student free expression, consistent with applicable state and federal law	August 1
ADMINISTRATION	п	
Proof of Insurance	Certificate of insurance in the amounts required by the MOU; SCOE as additional insured	August 1
Risk Management Plan	Policies and practices to prevent and address reasonably foreseeable risks and incidents occurrences, plus certification that such policies and practices have been instituted	August 1
Student information system	Contract or other verification of student information/attendance tracking system	July 1
Student nutrition	Contract or other verification of plan for providing free or reduced price nutritionally adequate meals	August 1
Health Department	Health department approval for service of food at school facility	August 1

Item	Description	Due Date (all dates prior to school opening)
PERSONNEL		School opening/
Employee Handbook	Personnel policy/ies and/or documentation provided to all employees regarding terms of employment; including mandated child abuse reporting, non-discrimination, sexual harassment,	July 1
Teacher credential requirements	Spreadsheet containing specified information on all instructional personnel	August 1
Criminal and TB screening	Certification that all employees have been subject to FBI and DOJ criminal background check and tuberculosis screening	August 1
Safety training	Certification that all employees have been trained in health, safety, and emergency procedures	First day of school
Payroll	Contract or other verification of payroll service provider; or identification of individual responsible for payroll processing	July 1
STRS/PERS Reporting	Contract with SCOE for STRS and/or PERS reporting	July 1
Job descriptions	Job descriptions for all school leadership positions (listed above) and teachers (including resource teachers, prep teachers, instructional coaches, etc.)	July 1
Evaluation	Performance evaluation procedures for all leadership positions (listed above) and teachers (including resource teachers, prep teachers, instructional coaches, etc.)	July 1
STUDENT ENROLLMENT		
Recruitment materials	Promotional materials and description of outreach/recruitment activities to be undertaken (with dates and locations), including notice of enrollment period (accepting applications, close of applications, lottery, etc.)	January 1
Admission, Enrollment and Exit Procedures Description of process for admission and enrollment of stud consistent with Charter, and including dates for receiving applications and conducting lottery; also addressing proces exit (voluntary withdrawal) and notification of district of resid		January 1
Application Form	Current downloadable or on-line form to apply for admission to the school	January 1
Required documents/ enrollment package	List of information and documents required to complete enrollment of admitted students	January 1
Verification of sufficient enrollment	Verification that school has completed enrollment process for a number of students in each grade equal to at least 80% of the enrollment projected in its budget for the first year of operation; verification to consist of spreadsheet with student name, DOB, grade enrolled, parent/guardian name/s, home address, phone	August 1
Student roster List of students admitted, enrolled and on wait list, includir student name, CSIS number, DOB, grade enrolled, parent/guardian name/s, home address, phone, district of residence, prior school attended, enrollment status (i.e., admitted, enrollment complete, wait list)		September 30of first year
Notices to Parents/Guardians Copies of all mandated notices to parents and guardians, including those required under ESSA and other applicable law (examples: Title I, Title III, special education, etc.)		August 1
Student/Family Handbook	Material provided to students and families regarding school policies, procedures and expectations; including attendance, discipline, parent volunteers, electronics, dress codes, etc.	August 1

Item	Description	Due Date (all dates prior to school opening)
FACILITY		School opening)
Facilities Lease Agreement(s)	Lease, rental agreement, facilities use agreement or similar documentation of right to use school facilities	July 1
Building permits	Evidence of compliance with local building code for educational uses, including building permits and zoning	July 1
Certificate of Occupancy	Valid current Certification of Occupancy for school use	July 1
Fire Marshal Inspection	Verification of passage of Fire Marshal inspection of the site	July 1
Safety Plan	Safety and emergency response plan for specific site/s, covering earthquake, fire, natural disasters, bomb threat and criminal activity lock-down procedures; sample evacuation plans for classrooms; planned rotation of safety drills	July 1
Facility inspection	School site passes, to satisfaction of SCOE staff, pre- opening facility inspection based on CDE standards	July 1
ACADEMIC PROGRAM		
Academic calendar	Calendar of academic year showing holidays, recess periods, staff development days, etc.	July 1
Daily bell schedule for site-based programs Current schedule of class periods on daily and week with arrival and dismissal times for regular and early days		July 1
Local Control Accountability Plans (LCAP)	Initial, first year LCAP Plan. In all subsequent years, a final adopted LCAP, using state template	July 1
Curriculum	Scope and sequence for all subjects in grades to be served in first year	1 week prior to opening
Educational Program	Description of curriculum and identification of basic instructional materials that meets state standards; plans for professional development to support delivery of standards-aligned curriculum and instructional materials; identification of specific interim assessments to be used in addition to statewide testing to evaluate student progress.	June 15
A-G Approved Courses: High Schools	Verification of UC/CSU approval of A-G courses	August 1
Instructional materials	List of instructional materials and textbooks to be used in the first year of operation; copy of orders for materials	August 1
SELPA Documentation	Verification of membership in a Special Education Local Planning Area (SELPA)	July 1
Special education services	Signed contract with special education and/or 504 service	
English Learner (EL) Programs	Master Schedule that includes designated English Language Development (ELD); description of how students will be provided appropriate integrated and designated ELD instruction (including sample lesson plans for each grade level); description of the progress monitoring process for EL's linguistic and content development.	June 15
FINANCE		
Attendance Accounting Procedures	Description of or instructions for attendance accounting	August 1

Preliminary Budget	Budget for first fiscal year of operation; completed using SCOE instructions for additional information in Schedule E, as requested (i.e., MYP, Cash Flow, LCAP expenditures, special education)	April 1
Revised Preliminary Budget	Updated/revised budget and cash flow schedule for first fiscal year of operation; completed using SCOE template, with amounts reflecting actual enrollment and hiring	July 1
Revised Budget	If enrollment not as projected by August 1 of each year	August 10
Charter School Annual Information Survey	CDE on-line form designating status of school as direct or in-direct funded	CDE due date prior to opening (May)
PENSEC	Pupil Estimates for New or Signficantly Expanding Charters (PENSEC) reporting estimated average daily attendance (ADA) and other pupil counts for charter schools that will be newly operational	1 week before CDE due date in fiscal year prior to opening (July)

Item	Description	Due Date (all dates prior to school opening)	
Procedures to be used in event of school closure	Plan for school closure, consistent with charter provisions	July 1	
Identification of point of contact for closure activities	Name, phone, email, fax, and postal address for primary contact in event of school closure	July 1	
Accounting services	Signed contract with back-office or financial services provider; or identification of individual/s responsible for providing service	July 1	
Bank information for fund transfers	Completed SCOE forms for transfer of funds from SCOE to charter school	June 1	
Start-up grant	Public Charter School Grant Program application and subsequent correspondence re: status	July 1	

SCHEDULE B

Electronic Posting of Charter School Documents

All information and documents listed below are to be posted on the Charter School's website from the initial date specified in pre-opening requirements (Schedule A) throughout the term of the initial charter and all subsequent renewals. As noted in the table, some information and documents must be updated within 10 business days of the date changes are approved. All information and documents must be up-to-date as of September 30th of each year.

Category	Title	Description	Update Posted within 10 Business Days of Change
Basic Charter School Information	School contact information	Name, phone, email, and fax for school leader and office manager; Physical and mail address of School; Office hours	√
	Organization chart	Structure of organization from governing board to classroom teacher, including Charter Management Organization, if applicable	
Governance	Board roster	Names and email addresses of all board members, with terms of service, officers and committee assignments identified	√
	Board biographies	Brief summaries of the background and experience of Board members	4
	Board election process	Consistent with charter and bylaws, brief description of method for nominating and electing board members	
è	Board meeting schedule	Dates, times, and locations for all regular meetings of the board for the fiscal year, include all standing committees; identify annual organizational meeting at which board members and officers are elected	
	Meeting agendas	Board and standing committee meeting agendas, at time of required posting (Brown Act)	
	Meeting minutes	Approved minutes of board and standing committee meetings	
	Charter	Copy of approved charter	
	Articles of Incorporation	As submitted to the state	
	Bylaws	Latest version approved by the governing board	√
	501(c)(3) tax-exempt status	Letter from IRS confirming approval of tax exempt status	

Category	Title	Description	Update Posted within 10 Business Days of Change
Board Approved Policies	Conflict of Interest Policy	Conflict policy compliant with Charter, California Political Reform Act, and Government Code Section 1090, et seq.	
	Special Education Policy	Including procedures compliant with IDEA and requirements of SELPA; consistent with Charter	¥
	Rehabilitation Act Section 504 Policy	Procedures to ensure compliance with legal requirements; consistent with Charter	
	English Learner Policy	Procedures to ensure compliance with legal requirements, including identification, placement, and reclassification; consistent with Charter	
	Complaint and/or Dispute Resolution Policy	Including procedures and forms; must include Uniform Complaint Procedure; may include other forms and systems established by school	√
Administration	Staff Roster	List of current teachers, aides, coaches, and other student services personnel with current assignments	1
	Health and Safety Plan	School site plans addressing campus safety, disaster preparedness, student health and wellness, including information on immunizations, health screenings, and school meal program	
	Student, Parent, and/ or Family Handbook	Materials provided to student and families regarding school operations; must include information on suspension/expulsion policy	V
	Notices to Parents/ Guardians	Copies of all mandated notices to parents and guardians, including those required under ESSA and other applicable law (examples: Title I, Title III, special education, etc.)	
	School Closure Procedure	Plan for school closure, consistent with charter provisions	
	Memorandum of Understanding	Copy of current signed MOU with ACOE and ACBE	
	Audit	Most recent independent audit	
Student Admission and Enrollment	Admission and Enrollment Procedures	Description of process for admission and enrollment of students, consistent with Charter, and including dates for receiving applications and conducting lottery	1
	Application Form	Current downloadable or online form to apply for admission to the school	V
	Required Documents	List of information and documents required to complete enrollment of admitted students	V

Category	Title	Description	Update Posted within 10 Business Days of Change
Educational Program	School Accountability Report Card	Most recent SARC	
0.0	Annual Report of Activities	Most recent Annual Report of Activities (after first year of operations)	
	Local Control and Accountability Plan	Most recent LCAP or annual update	
W	Academic Calendar	Current calendar of holidays and school days for the fiscal year	V
	Daily/Weekly Class Schedule	Current schedule of class periods on daily and weekly with arrival and dismissal times for regular and early release days	٧

SCHEDULE C

Charter-Specific Conditions

The conditions under which the American River Collegiate Academy (ARCA) Charter was granted are specified in adopted Resolution No. 20-02 of the Sacramento County Board of Education. Should the County Board determine that Rocklin Academy Family of Schools (RAFOS) has failed to comply with these conditions, the action granting the Charter shall be nullified and the Charter deemed not to have been granted.

tem Description		Due Date
MOU	Finalize a Memorandum of Understanding (MOU) among RAFOS, the Sacramento County Board of Education (County Board), and the County Superintendent	3/18/2020
Educational Plan	Provide a clearly articulated plan demonstrating how the Charter School will approach serving a higher proportion of students with greater needs that reflects the student population of the San Juan Unified School District (SJUSD)	4/1/2020
Recruitment Plan	Recruitment Plan Demonstrate every reasonable effort to specifically reach and recruit pupils from all student groups in order to help achieve a student population that reflects the student population of SJUSD	
Budget Information	Provide clarifying information about the Charter School budget and operations	4/1/2020
Revised Charter	Vised Charter Update the charter petition to comply with all legal requirements and recent changes in the law, and reflects the charter having been authorized by the County Board	
Enrollment Preferences	Update charter petition so that preferences for RAFOS employees and board members are limited to a total of 10% of ARCA enrollment	4/1/2020
Facilities Plan	Secure an acceptable school facility that meets all legal requirements for the 2020-2021 academic year and all subsequent school years	
Board Policy and ARRs	RAFOS is otherwise subject to all deadlines and requirements set forth in County Board Policy 2400 and Administrative Rules and Regulations 2400	

SCHEDULE D

Facilities Conditions

As part of the selection of a school facility or construction of a new school facility, the Charter School is responsible for ensuring the following conditions are addressed.

Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the Charter.	Planning Process
Site has adequate space for the support services the School intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).	Planning Process
Facilities include cafeteria or other suitable space for students to eat meals.	Planning Process
Building placement is compatible (i.e. music room is not next to library).	Planning Process
Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, unless waived or exempted.	Planning Process
Site has good access and dispersal roads.	Planning Process
If relevant, Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents. Storage units are fire-safe.	Planning Process
Indoor and/or outdoor physical education facilities are sufficient to accommodate the program envisioned in the Charter, as applicable.	Planning Process
Classroom size and layout are related to functions that will be performed in them (i.e. science and computer laboratories, special education, locker rooms, gyms, etc.).	Planning Process
Site has separate bus loading, parking areas, and parent drop-off areas.	Planning Process
Library or other space dedicated to research and study is suitable for the educational program being provided.	Planning Process
Site and facilities are situated to prevent student contact with adults who do not have appropriate clearances as required by Education Code Section 44237.	Planning Process
Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).	Planning Process

As part of the permitting process, the Charter School is responsible for ensuring the following conditions are addressed:

Facilities operation permits and certificates, including evidence of inspection by a structural engineer (to the extent required by law), fire marshal, and occupancy certificates have been secured.	Permitting Process
Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry, and from the school entry to all other buildings, and (2) stairs, ramps, toilets, and signage that meet accessibility standards.	Permitting Process
Certificate that relocatable facilities (portables and modular buildings) meet local seismic safety requirements.	Permitting Process
Lease or permit ensures heating and ventilation systems are adequate for the size of the building and numbers of students.	Permitting Process
Lease or permit ensures electrical system has no major code violations.	Permitting Process
Lease or permit ensures fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up-to-date.	Permitting Process
Bracing of overhead light fixtures, heating and air conditioning vents, etc., if necessary, to comply with local ordinances.	Permitting Process

Before opening a new school site and/or as part of an annual site visit, SCOE staff or its oversight agent, shall visit the site and review the following conditions. Any conditions not met shall be addressed by the Charter School in an agreed upon time frame.

School Facility Checklist	Conditions Met	Comments
Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.	☐ Yes ☐ No	
Graffiti or other signs of vandalism to the building are absent.	☐ Yes ☐ No	
Windows and doors are intact and in good repair.	☐ Yes ☐ No	
Exterior stairs or handrails are in good repair.	☐ Yes ☐ No	
Exits to buildings are free of obstructions.	☐ Yes ☐ No	
Restrooms are accessible to students; toilets are clean and operable.	☐ Yes ☐ No	

Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building.	☐ Yes ☐ No	
Interior is free of other hazards that could endanger student safety.	☐ Yes ☐ No	
Bookcases, racks, fixtures, etc., are adequately anchored to adjacent structures.	☐ Yes ☐ No	
Gas, electrical, water outlets, and appliances are in good repair.	☐ Yes ☐ No	
Classrooms have adequate lighting.	☐ Yes ☐ No	
Trees and vegetation provide a clear view of the school; places to hide or to gain unauthorized access to the building are minimized.	☐ Yes ☐ No	
School site is substantially free of litter and clutter.	☐ Yes ☐ No	
Lighting, including nighttime lighting, is sufficient for the educational activities being conducted at the site.	☐ Yes ☐ No	
Floors, walls, and ceilings are clean; ceiling tiles are all intact.	☐ Yes ☐ No	
Halls and stairs are adequately lighted.	☐ Yes ☐ No	
Desks, tables, and chairs are in good repair.	☐ Yes ☐ No	
Classroom areas are visible to teachers at all times; classroom layout is conducive to quick evacuation.	☐ Yes ☐ No	
Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold, and evidence of leaks.	☐ Yes ☐ No	
Sidewalks, driveways, and outdoor play areas are relatively free of cracks, uneven surfaces, and are in good repair.	☐ Yes ☐ No	
Perimeter fences are installed as necessary and are in good repair.	☐ Yes ☐ No	
School exterior needs minimal cosmetic repairs, painting, or additional lighting.	☐ Yes ☐ No	

SCHEDULE E

Supplemental Financial Information Fiscal Year 2020-2021

[Note: Update to appropriate fiscal year when completing this form.]

Reporting Period:		
☐ Preliminary Budget	(Due April 1)	
☐ Revised Preliminary Budget	(Due July 1)	
☐ If enrollment not as projected by August 1, Revised Budget	(Due August 10)	
□ 1 st Interim report reflecting changes through October 31	(Due December 15)	
□ 2 nd Interim report reflecting changes through January 31	(Due March 15)	

BUDGET ASSUMPTIONS					
Fiscal Year 2020-2021	K-3	Grades 4-6	Grades 7-8	Grades 9-12	
General Purpose Entitlement per Average Daily Attendance					
Categorical Block Grant Entitlement per Average Daily Attendance					
Average Daily Attendance					

	Unaudited Actuals 2019-2020	Adopted Budget 2020-2021	First Interim 2020-2021	Second Interim 2020-2021	Budget Projection 2021-2022	Budget Projection 2021-2022
Average Daily Attendance (use prior year P-2)						
Certificated Salary Cost of Living Increase – % and Total \$ (if % varies, include total \$ only)						
Are salary and benefit negotiations finalized? Y/N						
Classified Salary COLA – % and Total \$ (if % varies, include total \$ only)						
Other Certificated Salary Adjustments – Total \$ (provide explanation)					v	
Other Classified Salary Adjustments - Total \$ (provide explanation)						

1	ADDITIONAL SUPPLEMENTAL INFORMATION							
Include a narrative discussion of assumptions used in the current and two subsequent fiscal years, including: 1. Source of Data. (Example: School Services of California dartboard) 2. Change and cause. (Example: Health benefit costs increased from an estimated 15% at budget adoption based on actual renewal rates from ABC group. 3. Effect. (Example: Resulting in a health benefit cost increase of \$3,000)								
	Provide projected growth in average daily attendance, include details regarding the impact to cash flow, facilities, assets/liabilities, etc.							
	Identify current staffing levels/positions, and provide projected growth for two subsequent fiscal years. Include justification for significant increases in staff and/or salaries that are not aligned with an increase in average daily attendance.							
	Provide cash flow statements for the current and two subsequent fiscal years.							
	Provide detail of state, federal, and local revenues by source for current and two subsequent fiscal years.							
	Provide a profit and loss statement.							
Include a narrative discussion and reason for significant changes between the current reporting period and the prior rep ADA, state, local, and federal revenues, expenditure categories, other financing sources and uses of funds, and compor fund balance. For example, compare adopted budget to prior year unaudited actual revenues and expenditures, first in adopted budget, second interim report to first interim report, etc.								
Compare the change in fund balance for the budget and two prior years. Provide an explanation if the fund balance has last two fiscal years.								
	Identify all multiyear fiscal obligations, excluding salaries and benefits, for the next three years, and identify the resources used to sthose commitments.							
	Identify any potential or contingent liabilities that may affect the budget.							
	If a significant percentage of ongoing expenditures are funded with one-time resources, explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following years.							
	Detailed salary and benefits information for each employee position							

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	Approve Educational Specifications and Final Elevation, Site, and Floor Plans for the New Community School	Agenda Item No.: Enclosures:	VIII.E. 19
Reason:	Approval	From:	David W. Gordon
		Prepared By:	Tamara Sanchez
		Board Meeting Date:	03/17/20

BACKGROUND:

On May 23, 2019, the property purchase was completed, and on June 10, 2019, final site approval was granted by the California Department of Education. Since that date, staff and consultants have worked diligently on the design phase of the project.

Staff finalized the Educational Specifications (Ed Specs) to be used as guidelines for the architect to develop facility plans and make design decisions. The Ed Specs were compiled through the work of Sacramento County Office of Education (SCOE) staff and SCOE consultants. The Ed Specs give SCOE a solid basis on which to identify and accommodate facility needs, but should be regarded as a living document subject to periodic update as the need and opportunity arises.

The resulting campus was designed to provide a high-quality learning environment for secondary/young adult students. Each building will provide flexible space for a wide variety of programs during a single school year, and when necessary, reconfigured for alternative programming in the future.

The Administration building is not only designed to meet the needs of a full office staff, but there are also three rooms for individual and group counseling to be used as needed for meeting space. The larger conference room will serve School Site Councils, Site-Based Decision Teams and planning sessions with non-profit partners, and parent engagement teams.

The five-classroom wing has four classrooms that can serve as standard "academic classrooms" or could be transformed into Career Technical Education (CTE) spaces such as a technology lab, clean technology makers' space, or school media learning/training center. The fifth classroom is customized to meet the needs of senior extension students, especially young parents with children.

The multi-purpose room is a large learning room that is attached to a kitchen and a large generic CTE learning lab. The CTE lab can house culinary arts, advanced manufacturing, design (practical arts), or a multi-industry sector makers' space. Additionally, there is an adjacent outdoor space for showcasing projects or to provide a workspace for projects that should be completed outdoors.

Overall the site also has substantial room for expansion. In the interim the facility will provide ample space for athletic and outdoor science activities, including Next Generation Science Standard short and long-term research projects using the active watershed directly behind the property.

We believe we have planned a flexible, unique site, located on a bus line, with extensive entry-level internship and employment opportunities in adjacent properties.

In November 2019, the final plans and specifications were submitted to the Division of the State Architect, and are currently under review. Facility plans have also been submitted to all appropriate county, local, and health agencies.

It is anticipated that staff could be ready to seek construction bids in April/May 2020. Staff will advertise for bids, and prior to awarding the contract, will return to the Board for approval.

During the Board meeting, SCOE staff and consultants will present the design plans, and answer questions.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the Educational Specifications along with final elevation, site and floor plans for the new community school project.

Educational Specifications Sacramento County Office of Education

Site Acquisition

The Sacramento County Office of Education (SCOE) will attempt to locate sites throughout the county to meet the educational and demographic needs of its Gerber Jr./Sr. High School community school population. Sites located in the Elk Grove Unified School District will be considered to accomplish these educational goals.

Site Development

As insured by the Department of State Architecture process of certification and compliance with California Department of Education Title V, every attempt will be made to ensure barrier free paths of travel.

Main Entrances

Administrative areas will be prominently located with appropriate signage to identify program locations. Every attempt will be made to locate them in the immediate area of main student and parent access/entrance points. Fencing will be utilized to direct foot traffic and provide security.

Parking

The parking areas will comply with local ordinances developed by governing municipal code. Unless otherwise restricted by one type of population, all types of arrivals will be separated to ensure the maximum considerations for safety. Bus, walk-up, and parent drop-off lanes will all be separated. Adequate parking will be provided to include spaces for parents, students, and participation programs.

SCOE community schools offer a comprehensive intervention program serving adolescents and young adults who have not experienced success in traditional or alternative district programs. The schools provide academic placement assessments, home visits, life skills classes, special education support, parent education, career exploration and workforce placement support, and other services necessary to meet each student's individual needs.

Individual student needs are identified in a student success plan and for special education services, within their Individual Education Program.

The curriculum follows the California Content Standards to meet the individual needs of each student. Specific teaching and behavioral strategies, communication methods, relevant materials, and guided practice are used to empower adolescents and young adults as they refine college, career and life skills, and become more independent.

This program aids in the development of adolescents and young adults into positive, productive, and contributing members of society. Program components include: vocational training, community integration, communication skills, recreational activities, living skills, academic skill development, technology skills, and support with the skill set needed to enroll and complete a degree or certificate at a community college or higher education program.

Program Philosophy, Goals, and Outcomes

Mission

The Sacramento County Office of Education will 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.

To realize this vision and accomplish our mission we commit to the following essential elements:

Programs will provide:

- Environments which are creative, safe, healthy, and inclusive
- Opportunities to develop meaningful relationships
- Access to both core and individualized curriculum
- Settings and materials that are age and developmentally appropriate
- A range of quality service options

Instruction will:

- Be individualized
- Be based upon specific agreed upon meaningful outcomes

- Include a variety of strategies based on current research and best practices
- Provide students with choices
- Infuse positive behavioral interventions
- Include measures of learning
- Provide access to appropriate technology

We will place the needs of students and families at the center of our efforts by:

- Including families as partners
- Maximizing family involvement
- Treating families with respect, compassion, and understanding
- Recognizing and utilizing their knowledge, experience, and skills
- Providing families with a useful understanding of our schools

All staff are valued as members of a learning community committed to program quality and continual improvement. This commitment is demonstrated by:

- Working collaboratively
- Developing and sharing resources
- Celebrating growth and successes
- Utilizing individual skills
- Ongoing professional growth and development

In support of our mission, we will pursue meaningful partnerships by establishing:

- A coordinated system of service delivery
- Interagency agreements
- Working relationships with business and community organizations

Curriculum Anticipated Use

The program provides adolescents and young adults the opportunity to complete a high school diploma and prepare for college, career and success in life. The curriculum is individually based and encourages each student to develop to their fullest ability. Instruction is individualized and based upon specific, agreed upon meaningful outcomes. In addition, services are designed to meet the specific needs of each special education student through the Individualized Education Program (IEP). Specific teaching and behavioral strategies, communication methods, adopted materials, and guided practice are used to enable students to learn and practice new skills.

Instruction will continue to include a variety of new strategies based on current research and best practices. Parental involvement is essential to the success of our programs. The needs of students and families are at the center of our efforts. Parents are included as partners in their student's education. We recognize families and utilize their knowledge, experience, and skills within the classroom.

General Requirements, Groupings and Adjacency

Classrooms will be arranged by advisor. Within each classroom, areas for small group workshops, individualized meetings, and technology cubicles will be provided. Classrooms buildings will be located away from off-site noise such as traffic.

Space Requirements

Each building will provide flexible space for a wide variety of programs during a single school year, and if necessary, be reconfigured for specific programming needs in the future. Classrooms will be designed to accommodate both small and large group instruction. The classrooms will be able to house teachers, parents, students and classified support staff as defined by contract, Education Code, Title V, and other appropriate regulations.

Space Type	Classrooms
Enrollment	1-20
Purpose/Function	Classrooms will be used to provide group instruction, small group interaction, individualized conferencing, and research via technology.
Spatial Relationship	All classrooms will be designed to provide flexible spaces that can be reconfigured for the above purposes and functions.

Kitchen Classroom

The kitchen classroom serves all students in culinary training, life skills and nutrition/wellness program. The kitchen classroom/foodservice facility will be integrated into the multipurpose room. The kitchen classroom, although intended for culinary arts, could be used to house classes for advanced manufacturing, practical arts. or a multi-sector maker's space.

Space Type	Kitchen Classroom
Enrollment	1-20
Purpose/Function	A teacher will use this room to teach his/her students life skills such as meal planning, following a recipe, purchasing groceries, and food preparation. All students will learn the essential culinary skills for entry level employment in the food industry, and may continue with this strand of preparation via internships in the community with support from the culinary teacher.
Spatial Relationship	The kitchen classroom will be arranged according to the instructional organization of the program with appropriate size storage and furniture for students and programs. There will be separate and locked cabinets for food, cleaning supplies, and equipment.

Group Counseling/Staff Meeting Room

Space Type	Group Counseling/Staff Meeting Room
Enrollment	1-20
Purpose/Function	The Group Counseling/Staff Meeting Room will provide space for partnering non-profits or SCOE counseling staff to provide counseling during the school day and staff meetings prior or after school.
Spatial Relationship	This area needs to be large enough to house groups in a comfortable, quiet, and private setting.

Technology/Makers Space Room

Space Type	Technology/Makers Space Room
Enrollment	1-18
Purpose/Function	The Technology/Makers' Space Room will provide students a space to design and fabricate in a flexible, technology laboratory environment. High-quality tables that can serve as computer or 3D printer stations for individuals and small groups will be designed for flexibility and reconfiguration.
Spatial Relationship	The Technology/Makers' Space Room will provide space for individual exploration and small group workshops and, could be transformed from a technology lab into a school media learning center, or comfortable space for non-profit partners to meet with students.

Outdoor Courtyard Area

Space Type	Outdoor Courtyard Area
Enrollment	1-75
Purpose/Function	The outdoor courtyard is an enclosed area and will be used by classroom teachers, classified staff and specialists to conduct individual and small group activities with an extensive shade/rain structure. Types of activities include art workshops, outdoor spoken word events, science activities that need to be conducted outdoors, and daily lunch socialization.
Spatial Relationship	The courtyard area will be shared by the instructional school staff. Multiple doors spaced around the area provide access to all classrooms and personnel. This area needs to be large enough to house equipment and materials as dictated by the curriculum to carry out individual programs.

IT/Data Room

Space Type	IT/Data Room
Enrollment	1-2
Purpose/Function	The IT/Data room will be used to electronically store student confidential files/records, school confidential files, and other school-related educational information. Additionally, this room will house the infrastructure for the school's technology system.
Spatial Relationship	There needs to be adequate storage and space for computer servers.

Principal's Office

Space Type	Principal's Office
Enrollment	1-4
Purpose/Function	The principal's office will be used by the school site administrator to conduct daily business as it pertains to the school. This area is used for parent conferences, teacher/principal meetings and student visits to the principal's office. This area houses the principal's desk, files and other business and personal items.
Spatial Relationship	The principal's office will be used by the site administrator as his/her primary work space. This area needs to be large enough to house a desk and chair for the principal, file cabinet, conference table and chairs, along with shelves and storage for manuals, policy books, curriculum materials, and personal items etc.

Staff Work Room

Space Type	Staff Work Room
Enrollment	1-20
Purpose/Function	The staff work room will be used for staff members to take their breaks and prepare/eat their lunch. This area will also be used by the staff to copy and organize any materials needed for classes, meetings, parents, or any other school function.
Spatial Relationship	This room will be shared by all school staff members and in some cases parents who may assist with the preparation of materials. This area needs to be large enough to house tables and chairs for teachers to meet and eat, a copy machine and storage for school supplies such as paper and materials for the copy machine. In addition, a stove, microwave, dishwasher, and refrigerator will need to fit in this area along with storage for food items, paper products and utensils.

Counseling Office

Space Type	Counseling Office
Enrollment	1-4
Purpose/Function	The office is used by the Counselor and/or school psychologist to conduct individual assessments of students regarding their growth toward their Individual Education Program (IEP) goals.
Spatial Relationship	This area will be used by the school psychologist and other appropriate school personnel. This area needs to be large enough to house an adult desk and chair, file cabinet, and a small table and student chairs.

Classroom Restrooms

Space Type	Classroom Restrooms
Enrollment	1-3
Purpose/Function	Restrooms in the classrooms are to be unisex and appropriate for use by adolescents and adults.
Spatial Relationship	This area will be large enough to accommodate wheelchairs and other special needs of students. Appropriate space for a changing table and storage for supplies will be available.

Adult Restrooms

Space Type	Adult Restrooms
Enrollment	1-3
Purpose/Function	Adult restrooms are available for use adjacent to the administrative offices, staff area, and therapy rooms.
Spatial Relationship	This area needs to be large enough for wheelchair access and storage for supplies.

Custodial Room

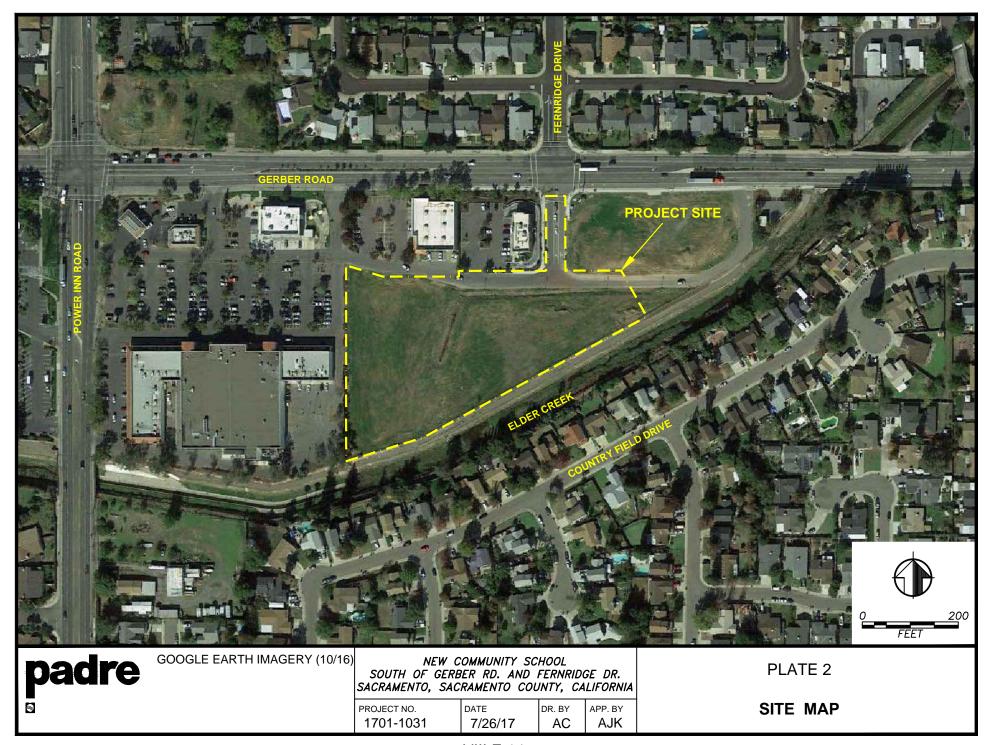
Space Type	Custodial Room
Enrollment	1-3
Purpose/Function	This area is to be used by the school custodial staff to house all cleaning supplies, mops, brooms, buckets and paper products. This area also serves as the custodians' office where he/she completes work orders, safety reports etc.
Spatial Relationship	This area needs to be large enough to house a desk and chair for the custodian, and have storage for mops, brooms, buckets and paper products. Locked storage for all cleaning supplies is also needed.

Multi-sport Physical Education Area

Space Type	Multi-Sport Physical Education Area
Enrollment	1-30
Purpose/Function	This area is used to focus on physical education and sport skill development appropriate for adolescents and young adults. Typical activities would include basketball, volleyball, concourse exercise stations, walking/running track and a flexible, open, grass or all-season turf space for developmentally appropriate physical activities.
Spatial Relationship	This area is to be shared by the instructional school staff. This area will be completely fenced and provide a large grass area for running, exercise activities, and competitive games.

NEW COMMUNITY SCHOOL







ADMINISTRATION BUILDING A - FLOOR PLAN



VIII.E.16.

February 18, 2020

MULTI-PURPOSE ROOM BUILDING B



SOUTH ELEVATION - BUILDING B SCALE: 1/4" = 1"-0"



EAST ELEVATION - BUILDING B
SCALE: 1/4" = 1'-0"

NEW COMMUNITY SCHOOL



730 Howe Avenue, Suite 450 Sacramento, CA 95825 Phone: 916.921.2112 Fax: 916.921.2212

MULTI-PURPOSE ROOM BUILDING B - FLOOR PLAN JAN. B107 ELECT. B108 KITCHEN B102 MULTI-PURPOSE B101 CTE CLASSROOM B106 BOYS B103 GIRLS B104 **NEW COMMUNITY SCHOOL** FLOOR PLAN - BUILDING B Sacramento Office of Education 730 Howe Avenue, Suite 450 Sacramento, CA 95825 Phone: 916.921.2112 Fax: 916.921.2212 February 18, 2020

CLASSROOMS - BUILDING C



NORTH ELEVATION - BUILDING C



EAST ELEVATION - BUILDING C

NEW COMMUNITY SCHOOL



730 Howe Avenue, Suite 450 Sacramento, CA 95825 Phone: 916.921.2112 Fax: 916.921.2212

CLASSROOMS BUILDING C - FLOOR PLAN



NEW COMMUNITY SCHOOL



730 Howe Avenue, Suite 450 Sacramento, CA 95825 Phone: 916.921.2112 Fax: 916.921.2212

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	2019-2020 Budget Revision No. 2	Agenda Item No.: Enclosures:	VIII.F. 39
Reason:	Approval of Revisions to Income and Expenditure Estimates	From:	David W. Gordon
		Prepared By:	Tamara Sanchez
		Board Meeting Date:	03/17/20

BACKGROUND:

Approval is requested for revisions to the 2019-2020 County School Service Fund and Special Funds, which include the following:

- Increases in revenue and expenditure appropriations for new and amended contracts, programs, and grants.
- Revisions in program expenditure estimates for transfers between account classifications.
- Revisions in estimated ending balances for the net changes to program budgets.

Attachments:

- Summary of County School Service Fund
- Summary of Program Budgets
- Summary of Special Funds

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the approval of Budget Revision No. 2 for the County School Service Fund and Special Funds.

099 SACRAMENTO COE BUDGET REVISION # 2 2019-20

Fund :01 GENERAL FUND

	Approved Budget	Increase (Decrease)	Revised Budget	
		(Decrease)	виадес 	
REVENUES				
8010-8099 LCFF Sources	30,501,504.00	488,528.00-	30,012,976.00	
8100-8299 Federal Revenue	10,788,152.00	883,577.00		
8300-8599 Other State Revenues	23,611,369.00	556,425.00		
8600-8799 Other Local Revenues	40,693,487.00			
TOTAL REVENUES	105,594,512.00	2,763,196.00		
TOTAL REVENUES	103,334,312.00	2,703,130.00	100,557,700.00	
EXPENDITURES				
1000-1999 Certificated Salaries	22,166,543.00	106,315.00	22,272,858.00	
2000-2999 Classified Salaries	29,000,971.00	470,614.00-	28,530,357.00	
3000-3999 Employee Benefits	20,072,537.00	179,016.00-	19,893,521.00	
4000-4999 Books & Supplies	2,558,313.00	194,766.00	2,753,079.00	
5000-5999 Svcs-Other Oper. Exp.	22,427,844.00	1,321,295.00	23,749,139.00	
6000-6599 Capital Outlay	1,054,669.00	86,705.00	1,141,374.00	
7100-7200 Other Outgoing	828,590.00	502,375.00	1,330,965.00	
7431-7439 Debt Service	185,000.00	185,000.00-	0.00	
5700-5799 Interprogram Services	354,827.00-	22,622.00-	377,449.00-	
7300-7399 Direct Supp./Indir.Costs	666,967.00-	1,845.00		
TOTAL EXPENDITURES	97,272,673.00	1,845.00	665,122.00-	
TOTAL EAFENDITURES	91,212,013.00	1,330,049.00	98,628,722.00	
EXCESS (DEFICIENCY) OF REVENUES				
OVER EXPENDITURES	8,321,839.00	1,407,147.00	9,728,986.00	
OTHER FINANCING SOURCES/USES				
Interfund Transfers				
8910-8929 Transfers In	0.00		0.00	
7610-7629 Transfers Out	82,188.00-	4,143.00-		
	02,108.00-	4,143.00-	00,331.00-	
Other Sources/Uses	0.00		0.00	
8930-8979 Sources	0.00		0.00	
7630-7699 Uses	0.00		0.00	
Contributions				
8980-8989 Statutory	0.00		0.00	
8990-8999 Other	0.00		0.00	
TOTAL OTHER FINANCING				
SOURCES/USES	82,188.00-	4,143.00-	86,331.00-	
NET INCREASE (DECREASE)				
IN FUND BALANCE	8,239,651.00	1,403,004.00	9,642,655.00	
In 1000 Milliage	0,233,031.00	1,105,001.00	5,012,055.00	
FUND BALANCE, RESERVES				
1) Beginning Balance				
a) 9791 as of July 1 -Unaudited	75,248,873.98		75,248,873.98	
b) 9792-9793 Audit Adjustments	0.00		0.00	
c) As of July 1 -Audited (a+b)	75,248,873.98		75,248,873.98	
d) Adjustment for Restatements	0.00		0.00	
e) Net Beginning Balance	75,248,873.98		75,248,873.98	
2) Ending Balance, June 30	83,488,524.98	1,403,004.00	84,891,528.98	
, - 5 :	,,1.20	,,, 00	. //	

	Fund :01 GENERAL FUND		LinkCode:001	GENERAL SUPPORT
		Approved Budget	Increase (Decrease)	Revised Budget
Α.	TOTAL REVENUES	32,458,791.00	417,513.00-	32,041,278.00
В.	TOTAL EXPENDITURES	10,144,320.00	204,787.00-	9,939,533.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
_	OVER EXPENDITURES	22,314,471.00	212,726.00-	22,101,745.00
р.	TOTAL OTHER FINANCING SOURCES/USES	15,156,923.00-	472,729.00	14,684,194.00-
Ε.	NET INCREASE (DECREASE)	13,130,923.00-	472,729.00	14,004,194.00-
	IN FUND BALANCE	7,157,548.00	260,003.00	7,417,551.00
F.	1) Beginning Balance	38,238,815.62		38,238,815.62
	2) Ending Balance, June 30	45,396,363.62	260,003.00	45,656,366.62
	Fund :01 GENERAL FUND		LinkCode:004	COORDINATION
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
	TOTAL REVENUES	0.00	995.00	995.00
	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	2,043,492.00	22,603.00-	2,020,889.00
С.	OVER EXPENDITURES	2,043,492.00-	23,598.00	2,019,894.00-
D.	TOTAL OTHER FINANCING	-, ,		_, -, -, -, -, -, -, -, -, -, -, -, -, -,
	SOURCES/USES	2,312,159.00	26,599.00	2,338,758.00
Ε.	NET INCREASE (DECREASE)			
	IN FUND BALANCE	268,667.00	50,197.00	318,864.00
F.	1) Beginning Balance	953,799.32	50 105 00	953,799.32
	2) Ending Balance, June 30	1,222,466.32	50,197.00	1,272,663.32
	Fund :01 GENERAL FUND		LinkCode:008	ADULT RE-ENTRY PROGRAMS
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
A.	TOTAL REVENUES	5,185,965.00	34,257.00	5,220,222.00
	TOTAL EXPENDITURES	5,209,803.00	30,028.00	5,239,831.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
_	OVER EXPENDITURES	23,838.00-	4,229.00	19,609.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)	0.00		0.00
	IN FUND BALANCE	23,838.00-	4,229.00	19,609.00-
F.	1) Beginning Balance	687,538.84		687,538.84
	2) Ending Balance, June 30	663,700.84	4,229.00	667,929.84

	Fund :01	GENERAL FUND		LinkCode:009	CAREER TECHNICAL EDUCATION	
			Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES		1,285,385.00		1,285,385.00	-
	TOTAL EXPENDITURES		3,543,949.00	48,872.00-		
C.	EXCESS (DEFICIENCY) OF R	EVENUES				
	OVER EXPENDITURES		2,258,564.00-	48,872.00	2,209,692.00-	
D.	TOTAL OTHER FINANCING					
	SOURCES/USES		2,094,373.00	89,748.00	2,184,121.00	
Ε.	NET INCREASE (DECREASE)		164 101 00	120 (20 00	25 571 00	
E	IN FUND BALANCE 1) Beginning Balance		164,191.00- 3,127,760.38	138,620.00	25,571.00- 3,127,760.38	
г.	2) Ending Balance, June	3.0	2,963,569.38	138,620.00	3,102,189.38	
	2) Ending Balance, June	30	2,503,505.50	130,020.00	3,102,103.30	
	Fund :01	GENERAL FUND		LinkCode:011	JUVENILE COURT SCHOOLS	
			Approved	Increase	Revised	
			Budget	(Decrease)	Budget	
						-
A.	TOTAL REVENUES		2,000.00	2,888.00	4,888.00	
	TOTAL EXPENDITURES		1,592,337.00	89,885.00	1,682,222.00	
C.	EXCESS (DEFICIENCY) OF R	EVENUES				
Б	OVER EXPENDITURES		1,590,337.00-	86,997.00-	1,677,334.00-	
ъ.	TOTAL OTHER FINANCING SOURCES/USES		1,685,419.00	3,127.00-	1,682,292.00	
E	NET INCREASE (DECREASE)		1,005,415.00	3,127.00	1,002,272.00	
٠.	IN FUND BALANCE		95,082.00	90,124.00-	4,958.00	
F.	1) Beginning Balance		291,635.34	•	291,635.34	
	2) Ending Balance, June	30	386,717.34	90,124.00-	296,593.34	
	Fund :01	GENERAL FUND		LinkCode:012	COMMUNITY SCHOOLS	
				_		
			Approved	Increase	Revised	
			Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES		2,120,374.00	635,298.00	2,755,672.00	
	TOTAL EXPENDITURES		2,818,228.00		2,855,562.00	
	EXCESS (DEFICIENCY) OF R	EVENUES	, ,			
	OVER EXPENDITURES		697,854.00-	597,964.00	99,890.00-	
D.	TOTAL OTHER FINANCING					
	SOURCES/USES		1,059,757.00	529,622.00-	530,135.00	
Ε.	NET INCREASE (DECREASE)		261 002 00	60 242 62	430 245 00	
177	IN FUND BALANCE		361,903.00	68,342.00	430,245.00	
r.	1) Beginning Balance 2) Ending Balance, June	3.0	452,763.59 814,666.59	68,342.00	452,763.59 883,008.59	
	2, Ending Barance, June	30	014,000.59	00,342.00	003,000.39	

	Fund :01 GENERAL FUND		LinkCode:013	SLY PARK
		Approved Budget	Increase (Decrease)	Revised Budget
Α.	TOTAL REVENUES	2,100,434.00	77,492.00-	2,022,942.00
в.	TOTAL EXPENDITURES	2,102,860.00	11,645.00	2,114,505.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
	OVER EXPENDITURES	2,426.00-	89,137.00-	91,563.00-
D.	TOTAL OTHER FINANCING			
_	SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	2,426.00-	89,137.00-	91,563.00-
	1) Beginning Balance	439,606.09	09,137.00-	439,606.09
г.	2) Ending Balance, June 30	437,180.09	89,137.00-	348,043.09
	2) Ending Barance, June 30	437,100.09	89,137.00-	340,043.03
	Fund :01 GENERAL FUND		LinkCode:014	CA APPRENTICESHIP INITIATIVE
	rund .01 GENERAL FUND		LINKCOde.014	CA APPRENTICESHIP INITIATIVE
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
		150 060 00	62 62 00	016,407,00
Α.	TOTAL REVENUES TOTAL EXPENDITURES	152,860.00	63,637.00 63,637.00	216,497.00 243,686.00
	EXCESS (DEFICIENCY) OF REVENUES	180,049.00	63,637.00	243,000.00
С.	OVER EXPENDITURES	27,189.00-		27,189.00-
D.	TOTAL OTHER FINANCING	2,,10,100		27,103.00
	SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE)			
	IN FUND BALANCE	27,189.00-		27,189.00-
F.	1) Beginning Balance	27,189.33		27,189.33
	2) Ending Balance, June 30	0.33		0.33
	Fund :01 GENERAL FUND		LinkCode:016	SPECIAL EDUCATION DEPT
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	18,073,371.00	669,579.00	18,742,950.00
	TOTAL EXPENDITURES	18,958,936.00	77,675.00-	
C.	EXCESS (DEFICIENCY) OF REVENUES			
_	OVER EXPENDITURES	885,565.00-	747,254.00	138,311.00-
D.	TOTAL OTHER FINANCING	010 001 00		010 001 00
E	SOURCES/USES NET INCREASE (DECREASE)	919,981.00		919,981.00
٠.	IN FUND BALANCE	34,416.00	747,254.00	781,670.00
F.	1) Beginning Balance	1,829,037.54	,	1,829,037.54
	2) Ending Balance, June 30	1,863,453.54	747,254.00	2,610,707.54
	- :			

	Fund :01 GENERAL FUND		LinkCode:018	SPEC EDUC MEDI-CAL	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	50,000.00	30,000.00	80,000.00	
	TOTAL EXPENDITURES	35,286.00	10,567.00	45,853.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	•	·		
	OVER EXPENDITURES	14,714.00	19,433.00	34,147.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	14,714.00	19,433.00	34,147.00	
F.	1) Beginning Balance	0.75	10 100 00	0.75	
	2) Ending Balance, June 30	14,714.75	19,433.00	34,147.75	
	Fund :01 GENERAL FUND		LinkCode:019	SPECIAL EDUC MAA	
	rana or oriental rong		211110000 023	Differing 1200 inni	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	TOTAL REVENUES	549,576.00		549,576.00	
	TOTAL EXPENDITURES	53,866.00		53,866.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	405 510 00		405 540 00	
Б	OVER EXPENDITURES	495,710.00		495,710.00	
р.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
F	NET INCREASE (DECREASE)	0.00		0.00	
ь.	IN FUND BALANCE	495,710.00		495,710.00	
F.	1) Beginning Balance	136,092.29		136,092.29	
	2) Ending Balance, June 30	631,802.29		631,802.29	
		·		·	
	Fund :01 GENERAL FUND		LinkCode:020	COMMUNITY SCHOOLS CARE	
			_		
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
7	TOTAL REVENUES	1,937,536.00	87,336.00-	1,850,200.00	
	TOTAL EXPENDITURES	1,611,194.00	19,087.00-	1,592,107.00	
	EXCESS (DEFICIENCY) OF REVENUES	1,011,101.00	17,007.00	1,002,107.00	
٠.	OVER EXPENDITURES	326,342.00	68,249.00-	258,093.00	
D.	TOTAL OTHER FINANCING	,	,	,	
	SOURCES/USES	280,370.00-		280,370.00-	
E.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	45,972.00	68,249.00-	22,277.00-	
F.	1) Beginning Balance	516,052.77		516,052.77	
	2) Ending Balance, June 30	562,024.77	68,249.00-	493,775.77	

	Fund :01 GENERAL FUND		LinkCode:021	INFANT DEVELOPMNT MEDI-CAL
		Approved Budget	Increase (Decrease)	Revised Budget
Α.		12,010.00		30,000.00
В.	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	5,445.00		5,445.00
٠.	OVER EXPENDITURES	6,565.00	17,990.00	24,555.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)	0.00		0.00
_	IN FUND BALANCE		17,990.00	
F.	1) Beginning Balance 2) Ending Balance, June 30	21.94 6,586.94	17,990.00	21.94 24,576.94
		-,		
	Fund :01 GENERAL FUND		LinkCode:023	INFANT DEV PROG MAA
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	160,826.00		160,826.00
	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	15,772.00		15,772.00
С.	OVER EXPENDITURES	145,054.00		145,054.00
D.	TOTAL OTHER FINANCING	100 515 00	12,524.00-	135 030 00
Ε.	SOURCES/USES NET INCREASE (DECREASE)	122,515.00-	12,524.00-	135,039.00-
_	IN FUND BALANCE		12,524.00-	
г.	1) Beginning Balance 2) Ending Balance, June 30	0.26- 22.538.74	12,524.00-	0.26- 10,014.74
	,	,	,,	
	Fund :01 GENERAL FUND		LinkCode:029	STRONG WORKFORCE PARTNERSHIP
		Approved	Increase	
		Budget	(Decrease)	Budget
A.	TOTAL REVENUES	356,303.00	391,102.00	747,405.00
В.	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	356,303.00	391,102.00	747,405.00
٠.	OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING	0.00		0.00
Ε.	SOURCES/USES NET INCREASE (DECREASE)	0.00		0.00
	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00 0.00
	2) Ending Balance, June 30	0.00		0.00

	Fund :01	GENERAL FUND		LinkCode:032	LOTTERY EDUCATION ACCOUNT	
			Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES		165,059.00	32,490.00	197,549.00	
	TOTAL EXPENDITURES		56,673.00	11,324.00	67,997.00	
	EXCESS (DEFICIENCY) OF R	EVENUES	,.	,		
	OVER EXPENDITURES		108,386.00	21,166.00	129,552.00	
D.	TOTAL OTHER FINANCING					
	SOURCES/USES		0.00		0.00	
Ε.	NET INCREASE (DECREASE)					
	IN FUND BALANCE		108,386.00	21,166.00	129,552.00	
F.	1) Beginning Balance		2,697,769.13	01 166 00	2,697,769.13	
	2) Ending Balance, June 3	30	2,806,155.13	21,166.00	2,827,321.13	
	Fund :01	GENERAL FUND		LinkCode:035	SPECIAL ED LOCAL PLAN AREA	
			Approved	Increase	Revised	
			Budget	(Decrease)	Budget	
A.	TOTAL REVENUES		460,024.00	96,200.00	556,224.00	
в.	TOTAL EXPENDITURES		421,761.00	28,616.00-	393,145.00	
C.	EXCESS (DEFICIENCY) OF R	EVENUES				
	OVER EXPENDITURES		38,263.00	124,816.00	163,079.00	
D.	TOTAL OTHER FINANCING					
	SOURCES/USES		0.00		0.00	
Ε.	NET INCREASE (DECREASE)		20.052.00		4.60, 000, 00	
-	IN FUND BALANCE		38,263.00	124,816.00	163,079.00	
r.	 Beginning Balance Ending Balance, June 3 	3.0	795,259.41 833,522.41	124 016 00	795,259.41	
	2) Ending Balance, June .	30	033,522.41	124,816.00	958,338.41	
	Fund :01	GENERAL FUND		LinkCode:036	SELPA GROWTH	
			Approved	Increase	Revised	
			Budget	(Decrease)	Budget	
	TOTAL REVENUES		407 500 00	E00 000 00	007 500 00	
	TOTAL REVENUES TOTAL EXPENDITURES		497,500.00 497,500.00	500,000.00 474,566.00	997,500.00 972,066.00	
	EXCESS (DEFICIENCY) OF R	EVENITES	497,300.00	4/4,500.00	J12,000.00	
٠.	OVER EXPENDITURES	- A TMOED	0.00	25,434.00	25,434.00	
D.	TOTAL OTHER FINANCING		3.00	25,151.00	23,131.00	
٠.	SOURCES/USES		0.00		0.00	
Ε.	NET INCREASE (DECREASE)		2.30			
	IN FUND BALANCE		0.00	25,434.00	25,434.00	
F.	1) Beginning Balance		2,901,903.28		2,901,903.28	
	2) Ending Balance, June	30	2,901,903.28	25,434.00	2,927,337.28	

	Fund :01 GENERAL FUND		LinkCode:039	PROJECT TEACH MEDI-CAL	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	0.00		0.00	
в.	TOTAL EXPENDITURES	0.00		0.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
-	IN FUND BALANCE	0.00		0.00	
ь.	1) Beginning Balance 2) Ending Balance, June 30	1,711.45 1,711.45		1,711.45 1,711.45	
	2) Ending Barance, June 30	1,/11.45		1,711.45	
	Fund :01 GENERAL FUND		LinkCode:051	DIRECT SERVICE DISTRICTS	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	15,000.00		15,000.00	
в.	TOTAL EXPENDITURES	61,556.00	20,744.00	82,300.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	46,556.00-	20,744.00-	67,300.00-	
D.	TOTAL OTHER FINANCING	66 415 00		66 445 00	
-	SOURCES/USES	66,417.00		66,417.00	
ь.	NET INCREASE (DECREASE) IN FUND BALANCE	19,861.00	20,744.00-	883.00-	
ਜ	1) Beginning Balance	883.17	20,744.00-	883.17	
	2) Ending Balance, June 30	20,744.17	20,744.00-	0.17	
	2, maing saturder, danc so	20,711117	20,711.00	0.17	
	Fund :01 GENERAL FUND		LinkCode:054	DONATION-ADMINISTRATION	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	0.00		0.00	
В.	TOTAL EXPENDITURES	233.00		233.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	233.00-		233.00-	
D.	TOTAL OTHER FINANCING				
_	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	000 00		222 00	
	IN FUND BALANCE	233.00-		233.00-	
r.	1) Beginning Balance 2) Ending Balance, June 30	2,404.72 2,171.72		2,404.72 2,171.72	
	2) bliding balance, Julie 30	2,1/1./2		2,111.12	

	Fund :01 GENERAL FUND		LinkCode:070	INFORMATION SERVICES	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	745,387.00		745,387.00	
в.	TOTAL EXPENDITURES	•	1,715.00	•	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	47,127.00-	1,715.00-	48,842.00-	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	45 405 00		40.040.00	
_	IN FUND BALANCE	47,127.00-	1,715.00-	48,842.00-	
F.	1) Beginning Balance 2) Ending Balance, June 30	557,645.89	1 715 00	557,645.89	
	2) Ending Balance, June 30	510,518.89	1,715.00-	508,803.89	
	Fund :01 GENERAL FUND		LinkCode:077	COMP NETWK/TELECOM SUPPORT	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	TOTAL REVENUES	27,900.00	375.00	28,275.00	
	TOTAL EXPENDITURES	1,991,689.00	9,411.00	2,001,100.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1 062 700 00	9,036.00-	1,972,825.00-	
D	TOTAL OTHER FINANCING	1,963,789.00-	9,030.00-	1,972,025.00-	
ъ.	SOURCES/USES	1,893,648.00	30,145.00-	1,863,503.00	
Ε.	NET INCREASE (DECREASE)	1,000,010.00	30/113.00	1,003,303.00	
	IN FUND BALANCE	70,141.00-	39,181.00-	109,322.00-	
F.	1) Beginning Balance	449,336.56		449,336.56	
	2) Ending Balance, June 30	379,195.56	39,181.00-	340,014.56	
	Fund :01 GENERAL FUND		LinkCode:084	CLAIMS ADMIN - UI	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	TOTAL REVENUES	61,611.00		61,611.00	
	TOTAL EXPENDITURES	64,837.00		64,837.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	3,226.00-		3,226.00-	
D	TOTAL OTHER FINANCING	3,220.00-		5,220.00-	
ν.	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	3,226.00-		3,226.00-	
F.	1) Beginning Balance	51,012.37		51,012.37	
	2) Ending Balance, June 30	47,786.37		47,786.37	

	Fund :01 GENERAL FUND		LinkCode:086	SYSTEM OF SUPPORT	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	0.00		0.00	_
	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	1,093,807.00	94,113.00-	999,694.00	
	OVER EXPENDITURES	1,093,807.00-	94,113.00	999,694.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	2,300,000.00	100,000.00-	2,200,000.00	
Ε.	NET INCREASE (DECREASE)	2,300,000.00	100,000.00	2,200,000.00	
	IN FUND BALANCE	1,206,193.00	5,887.00-	1,200,306.00	
F.	1) Beginning Balance	1,941,375.44	F 007 00	1,941,375.44	
	2) Ending Balance, June 30	3,147,568.44	5,887.00-	3,141,681.44	
	Fund :01 GENERAL FUND		LinkCode:089	AVID - LOCAL INCOME	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
 A.	TOTAL REVENUES	552,946.00		552,946.00	-
В.	TOTAL EXPENDITURES	513,966.00	39,667.00-	474,299.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
D	OVER EXPENDITURES TOTAL OTHER FINANCING	38,980.00	39,667.00	78,647.00	
	SOURCES/USES	47,991.00-	35,856.00-	83,847.00-	
Ε.	NET INCREASE (DECREASE)	0 011 00	2 011 00	5 000 00	
E.	IN FUND BALANCE 1) Beginning Balance	9,011.00- 267,210.41	3,811.00	5,200.00- 267,210.41	
г.	2) Ending Balance, June 30	258,199.41	3,811.00	262,010.41	
	2, sharing surfaces, same so	230,133.11	37011.00	202,020.12	
	Fund :01 GENERAL FUND		LinkCode:091	TRANSITION PARTNRSHIP PROGRAM	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	64,034.00	9,849.00	73,883.00	-
в.	TOTAL EXPENDITURES	64,034.00	9,849.00	73,883.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
D	OVER EXPENDITURES TOTAL OTHER FINANCING	0.00		0.00	
υ.	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:092	WORKABILITY I	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	579,611.00	17,874.00-	561,737.00	
В.	TOTAL EXPENDITURES	579,611.00	17,874.00-	561,737.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
_	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:100	JCS TITLE I	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
7	TOTAL REVENUES	2,267,090.00	17,570.00	2,284,660.00	
В.		2,267,090.00	20,093.00		
	EXCESS (DEFICIENCY) OF REVENUES	2,207,000.00	20,095.00	2,201,103.00	
٠.	OVER EXPENDITURES	0.00	2,523.00-	2,523.00-	
D.	TOTAL OTHER FINANCING		,	,	
	SOURCES/USES	0.00	2,523.00	2,523.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:102	JCS TITLE II	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
 A.	TOTAL REVENUES	42,902.00		42,902.00	
	TOTAL EXPENDITURES	42,902.00		42,902.00	
	EXCESS (DEFICIENCY) OF REVENUES	-2,,02.00		,-02.00	
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

Fund :01 GENERAL	FUND	LinkCode:103	IDEA DISCRETIONARY FUNDS
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	697,773.00		697,773.00
B. TOTAL EXPENDITURES	820,288.00	12,524.00	•
C. EXCESS (DEFICIENCY) OF REVENUES			
OVER EXPENDITURES	122,515.00-	12,524.00-	135,039.00-
D. TOTAL OTHER FINANCING			
SOURCES/USES	122,515.00	12,524.00	135,039.00
E. NET INCREASE (DECREASE)			
IN FUND BALANCE	0.00		0.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	0.00		0.00
Fund :01 GENERAL	FIIND	LinkCode:105	PROJECT TEACH
Tuna 101 Obivination	1 0112	HIMCOGC 105	INOUBCI IBNOM
	Approved	Increase	Revised
	Budget	(Decrease)	Budget
A. TOTAL REVENUES	237,500.00		250,020.00
B. TOTAL EXPENDITURES	237,500.00	12,500.00	250,000.00
C. EXCESS (DEFICIENCY) OF REVENUES			
OVER EXPENDITURES	0.00	20.00	20.00
D. TOTAL OTHER FINANCING			
SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	20.00	20.00
F. 1) Beginning Balance	6,991.30	20.00	6,991.30
2) Ending Balance, June 30	6,991.30	20.00	7,011.30
2) Ending Balance, bune 30	0,991.30	20.00	7,011.30
Fund :01 GENERAL	FUND	LinkCode:110	TITLE IA NEGLECTED FOSTER YTH
	Approved	Increase	Revised
	Budget	(Decrease)	Budget
		(20010456)	
A. TOTAL REVENUES	165,000.00		165,000.00
B. TOTAL EXPENDITURES	165,000.00		165,000.00
C. EXCESS (DEFICIENCY) OF REVENUES			
OVER EXPENDITURES	0.00		0.00
D. TOTAL OTHER FINANCING			
SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE)			
IN FUND BALANCE	0.00		0.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	0.00		0.00

	Fund :01 GENERAL FUND		LinkCode:116	CA MTSS SUMS INITIATIVE	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	3,071.00		3,071.00	
в.	TOTAL EXPENDITURES	3,071.00		3,071.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
_	IN FUND BALANCE	0.00		0.00	
ь.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:117	CURRICULUM DVLPMNT PROJ	ECTS
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	0.00	100,000.00	100,000.00	
	TOTAL EXPENDITURES	0.00	100,000.00	100,000.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
_	SOURCES/USES	0.00		0.00	
Е.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00	
	1) Beginning Balance	0.00		0.00	
г.	2) Ending Balance, June 30	0.00		0.00	
	2) Bidding Balance, tune 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:118	CAPITAL AREA PROMISE SC	HOLARS
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	594,861.00	2,204.00 2,204.00	597,065.00	
	TOTAL EXPENDITURES	594,861.00	2,204.00	597,065.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING			0.0-	
_	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
-	IN FUND BALANCE	0.00		0.00	
ь.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:119	CA STUDENT OPPORT & ACCESS	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	819,337.00	37,432.00	856,769.00	
	TOTAL EXPENDITURES	849,164.00	39,222.00	888,386.00	
	EXCESS (DEFICIENCY) OF REVENUES	,	,	,	
	OVER EXPENDITURES	29,827.00-	1,790.00-	31,617.00-	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	60,000.00		60,000.00	
E.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	30,173.00	1,790.00-	28,383.00	
F.	1) Beginning Balance	131,872.76		131,872.76	
	2) Ending Balance, June 30	162,045.76	1,790.00-	160,255.76	
	Fund :01 GENERAL FUND		LinkCode:121	TITLE II, TCHR QLTY PRIV SCHL	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	345,199.00	849,834.00	1,195,033.00	
в.	TOTAL EXPENDITURES	345,199.00	849,834.00	1,195,033.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:123	TITLE III-TECH ASSISTANCE GRNT	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	186,567.00		186,567.00	
	TOTAL EXPENDITURES	186,567.00		186,567.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:125	PREVENTION - LOCAL	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	750.00		750.00	
В.	TOTAL EXPENDITURES	22,923.00	423.00	23,346.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	22,173.00-	423.00-	22,596.00-	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	22,923.00		22,923.00	
Ε.	NET INCREASE (DECREASE)	750.00	102.00	207.00	
-	IN FUND BALANCE	750.00 18,476.10	423.00-	327.00	
r.	1) Beginning Balance 2) Ending Balance, June 30	19,226.10	423.00-	18,476.10 18,803.10	
	2) Ending Barance, June 30	19,220.10	423.00-	10,003.10	
	Fund :01 GENERAL FUND		LinkCode:128	FOSTER YOUTH SRVCS-LOCAL	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	TOTAL REVENUES	152,714.00		143,014.00	
	TOTAL EXPENDITURES	220,860.00	9,182.00-	211,678.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	68,146.00-	518.00-	68,664.00-	
D	OVER EXPENDITURES TOTAL OTHER FINANCING	08,140.00-	518.00-	68,664.00-	
υ.	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
	IN FUND BALANCE	68,146.00-	518.00-	68,664.00-	
F.	1) Beginning Balance	689,887.49		689,887.49	
	2) Ending Balance, June 30	621,741.49	518.00-	621,223.49	
	Fund :01 GENERAL FUND		LinkCode:131	MATH - EAP	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	TOTAL REVENUES	15,173.00		15,173.00	
	TOTAL EXPENDITURES	15,173.00		15,173.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	0.55			
Б	OVER EXPENDITURES	0.00		0.00	
υ.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
E	NET INCREASE (DECREASE)	0.00		0.00	
٠.	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:135	SELPA - LOW INCIDENCE	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	53,735.00	18.00	53,753.00	
В.	TOTAL EXPENDITURES	53,735.00		53,735.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00	18.00	18.00	
D.	TOTAL OTHER FINANCING				
_	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	18.00	18.00	
F	1) Beginning Balance	406,650.86	10.00	406,650.86	
٠.	2) Ending Balance, June 30	406,650.86	18.00	406,668.86	
		,			
	Fund :01 GENERAL FUND		LinkCode:136	SCIENCE - LOCAL INCOME	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	momar programa	155 540 00	24 060 00	140,600,00	
A.	TOTAL REVENUES TOTAL EXPENDITURES	177,540.00 160,056.00	34,860.00- 23,096.00-	142,680.00 136,960.00	
	EXCESS (DEFICIENCY) OF REVENUES	100,030.00	23,030.00	130,900.00	
	OVER EXPENDITURES	17,484.00	11,764.00-	5,720.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	15 404 00		5 500 00	
-	IN FUND BALANCE	17,484.00	11,764.00-	5,720.00	
r.	1) Beginning Balance 2) Ending Balance, June 30	136,293.38 153,777.38	11,764.00-	136,293.38 142,013.38	
	2, bluring barance, tune 30	133,777.30	11,704.00	142,013.30	
	Fund :01 GENERAL FUND		LinkCode:140	CURR & INSTRUCTION-LOCAL	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
 A.	TOTAL REVENUES	1,143,646.00	131,552.00	1,275,198.00	
	TOTAL EXPENDITURES	2,723,502.00	270,056.00-	2,453,446.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	1,579,856.00-	401,608.00	1,178,248.00-	
D.	TOTAL OTHER FINANCING	154 000		154 000 00	
E.	SOURCES/USES NET INCREASE (DECREASE)	164,888.00		164,888.00	
r.	NET INCREASE (DECREASE) IN FUND BALANCE	1,414,968.00-	401,608.00	1,013,360.00-	
F.	1) Beginning Balance	7,728,895.85	101,000.00	7,728,895.85	
	2) Ending Balance, June 30	6,313,927.85	401,608.00	6,715,535.85	
	= · · · · · · · · · · · · · · · · · · ·		•		

	Fund :01	GENERAL FUND		LinkCode:144	CaMSP EMITS	
			Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES		244,161.00		244,161.00	
	TOTAL EXPENDITURES		244,161.00		244,161.00	
C.	EXCESS (DEFICIENCY) OF R	EVENUES	•		•	
	OVER EXPENDITURES		0.00		0.00	
D.	TOTAL OTHER FINANCING					
	SOURCES/USES		0.00		0.00	
Ε.	NET INCREASE (DECREASE)					
	IN FUND BALANCE		0.00		0.00	
F.	1) Beginning Balance		0.00		0.00	
	2) Ending Balance, June	30	0.00		0.00	
	Fund :01	GENERAL FUND		LinkCode:154	DEFERRED MAINTENANCE	
			Approved	Increase	Revised	
			Budget	(Decrease)	Budget	
	TOTAL REVENUES		0.00		0.00	
	TOTAL EXPENDITURES		648,628.00	110,302.00	758,930.00	
C.	EXCESS (DEFICIENCY) OF R	EVENUES				
_	OVER EXPENDITURES		648,628.00-	110,302.00-	758,930.00-	
ъ.	TOTAL OTHER FINANCING SOURCES/USES		540,571.00		540,571.00	
E.	NET INCREASE (DECREASE)		540,571.00		540,571.00	
E.	IN FUND BALANCE		108,057.00-	110,302.00-	218,359.00-	
F	1) Beginning Balance		987,923.76	110,302.00	987,923.76	
	2) Ending Balance, June	30	879,866.76	110,302.00-	769,564.76	
	_,		,		,	
	Fund :01	GENERAL FUND		LinkCode:155	H&W POOL	
			Approved	Increase	Revised	
			Budget	(Decrease)	Budget	
A.	TOTAL REVENUES		590,400.00	17,600.00-	572,800.00	
В.	TOTAL EXPENDITURES		569,390.00		569,390.00	
C.	EXCESS (DEFICIENCY) OF R	EVENUES				
	OVER EXPENDITURES		21,010.00	17,600.00-	3,410.00	
D.	TOTAL OTHER FINANCING					
	SOURCES/USES		0.00		0.00	
Ε.	NET INCREASE (DECREASE)					
	IN FUND BALANCE		21,010.00	17,600.00-	3,410.00	
F.	1) Beginning Balance		2,347,415.40	45 600 65	2,347,415.40	
	2) Ending Balance, June	30	2,368,425.40	17,600.00-	2,350,825.40	

	Fund :01 GENERAL FUND		LinkCode:163	ROUTINE MAINTENANCE ACCT	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	0.00		0.00	
	TOTAL EXPENDITURES	902,815.00	97,551.00	1,000,366.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	902,815.00-	97,551.00-	1,000,366.00-	
D.	TOTAL OTHER FINANCING	902,013.00-	97,331.00-	1,000,300.00-	
	SOURCES/USES	902,815.00	97,551.00	1,000,366.00	
Ε.	NET INCREASE (DECREASE)			0.00	
-	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance 2) Ending Balance, June 30	0.00 0.00		0.00 0.00	
	2) Ending Balance, June 50	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:165	K-12 COACHING	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
 A.	TOTAL REVENUES	0.00		0.00	
	TOTAL EXPENDITURES	0.00		0.00	
	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
-	IN FUND BALANCE	0.00		0.00	
r.	1) Beginning Balance 2) Ending Balance, June 30	94,300.78 94,300.78		94,300.78 94,300.78	
	2) Bidding Balance, June 30	94,300.76		34,300.76	
	Fund :01 GENERAL FUND		LinkCode:167	TOBACCO-USE PREV ED ADMIN	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Δ	TOTAL REVENUES	404,748.00	117.00	404,865.00	
	TOTAL EXPENDITURES	404,748.00	117.00	404,865.00	
	EXCESS (DEFICIENCY) OF REVENUES	. ,			
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
-	IN FUND BALANCE	0.00		0.00	
ь.	1) Beginning Balance 2) Ending Balance, June 30	0.00		0.00 0.00	
	2) Enging Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:168	INFANT DEVELOPMENT PROGRAM
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	3,252,582.00		3,252,582.00
в.	TOTAL EXPENDITURES	3,730,364.00	62,674.00	3,793,038.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
	OVER EXPENDITURES	477,782.00-	62,674.00-	540,456.00-
D.	TOTAL OTHER FINANCING			
	SOURCES/USES	662,349.00		662,349.00
Ε.	NET INCREASE (DECREASE)			
	IN FUND BALANCE	184,567.00	62,674.00-	121,893.00
F.	1) Beginning Balance	930,770.20	60 684 00	930,770.20
	2) Ending Balance, June 30	1,115,337.20	62,674.00-	1,052,663.20
	Fund :01 GENERAL FUND		LinkCode:169	ALTA REGIONAL CENTER
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
A.	TOTAL REVENUES	270,000.00		270,000.00
	TOTAL EXPENDITURES	277,412.00	3,613.00	281,025.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
	OVER EXPENDITURES	7,412.00-	3,613.00-	11,025.00-
D.	TOTAL OTHER FINANCING	0.00		0.00
_	SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	7,412.00-	3,613.00-	11,025.00-
F	1) Beginning Balance	305,667.07	3,013.00-	305,667.07
Γ.	2) Ending Balance, June 30	298,255.07	3,613.00-	294,642.07
	2) Biding Balance, tune 30	250,255.07	3,013.00	271,012.07
	Fund :01 GENERAL FUND		LinkCode:174	COOR ADDEC DECORAM
	Fund :01 GENERAL FUND		LIIIKCOGE · 1 / 4	SCOE ARTS PROGRAM
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
	TOTAL REVENUES	35,853.00	6,000.00	41,853.00
	TOTAL EXPENDITURES	26,696.00	8,248.00	34,944.00
C.	EXCESS (DEFICIENCY) OF REVENUES	0.455.55	0.040.55	5.000.00
_	OVER EXPENDITURES	9,157.00	2,248.00-	6,909.00
р.	TOTAL OTHER FINANCING	0.00		0.00
D.	SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	9,157.00	2,248.00-	6,909.00
F	1) Beginning Balance	20,880.48	2,240.00-	20,880.48
г.	2) Ending Balance, June 30	30,037.48	2,248.00-	27,789.48
	2, maing paramee, dune 30	30,037.40	2,240.00-	21,107.30

	Fund :01 GENERAL FUND		LinkCode:176	FNL/CL - LOCAL INCOME	
		Approved Budget	Increase (Decrease)	Revised Budget	
 A.	TOTAL REVENUES	52,150.00		52,150.00	
В.		69,708.00	5,177.00-	64,531.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	,	,		
	OVER EXPENDITURES	17,558.00-	5,177.00	12,381.00-	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	17,558.00-	5,177.00	12,381.00-	
F.	1) Beginning Balance	62,623.49	F 188 00	62,623.49	
	2) Ending Balance, June 30	45,065.49	5,177.00	50,242.49	
	Fund :01 GENERAL FUND		LinkCode:179	ENGLISH LANGUAGE PROF DEV	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.		22,200.00		22,200.00	
	TOTAL EXPENDITURES	37,376.00	11,100.00	48,476.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	15,176.00-	11,100.00-	26 276 00	
D	OVER EXPENDITURES TOTAL OTHER FINANCING	15,176.00-	11,100.00-	26,276.00-	
υ.	SOURCES/USES	3,348.00		3,348.00	
E	NET INCREASE (DECREASE)	3,310.00		3,310.00	
	IN FUND BALANCE	11,828.00-	11,100.00-	22,928.00-	
F.	1) Beginning Balance	219,668.69		219,668.69	
	2) Ending Balance, June 30	207,840.69	11,100.00-	196,740.69	
	Fund :01 GENERAL FUND		LinkCode:180	QEIA COE OVERSIGHT	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	0.00		0.00	
	TOTAL EXPENDITURES	16,853.00	16,744.00	33,597.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
F.	OVER EXPENDITURES	16,853.00-	16,744.00-	33,597.00-	
υ.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
	IN FUND BALANCE	16,853.00-	16,744.00-	33,597.00-	
F.	1) Beginning Balance	147,266.43	.,	147,266.43	
	2) Ending Balance, June 30	130,413.43	16,744.00-	113,669.43	

	Fund :01 GENERAL FUND		LinkCode:184	SCHOOL OF EDUC LEADERSHIP	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	1,083,500.00	14,050.00-	1,069,450.00	-
в.	TOTAL EXPENDITURES	1,025,817.00	10,229.00-	1,015,588.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	57,683.00	3,821.00-	53,862.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	55 600 00	2 221 22	50.050.00	
_	IN FUND BALANCE	57,683.00	3,821.00-	53,862.00	
ь.	1) Beginning Balance	734,188.31	2 021 00	734,188.31	
	2) Ending Balance, June 30	791,871.31	3,821.00-	788,050.31	
	Fund :01 GENERAL FUND		LinkCode:188	ACCOUNTABILITY & ASSESSMNT	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
					-
	TOTAL REVENUES	303,983.00		303,983.00	
	TOTAL EXPENDITURES	574,940.00	111,670.00-	463,270.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	050 055 00	111 600 00	150 005 00	
ъ	OVER EXPENDITURES TOTAL OTHER FINANCING	270,957.00-	111,670.00	159,287.00-	
ъ.	SOURCES/USES	242,255.00		242,255.00	
E	NET INCREASE (DECREASE)	242,233.00		242,233.00	
	IN FUND BALANCE	28,702.00-	111,670.00	82,968.00	
F.	1) Beginning Balance	424,103.64	,	424,103.64	
	2) Ending Balance, June 30	395,401.64	111,670.00	507,071.64	
	Fund :01 GENERAL FUND		LinkCode:204	PROJECT SAVE-LOCAL INCOME	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
					-
	TOTAL REVENUES	10,000.00		10,000.00	
	TOTAL EXPENDITURES	12,481.00		12,481.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	2 401 00		2 401 00	
D	OVER EXPENDITURES TOTAL OTHER FINANCING	2,481.00-		2,481.00-	
υ.	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	3.00		3.00	
	IN FUND BALANCE	2,481.00-		2,481.00-	
F.	1) Beginning Balance	2,480.59		2,480.59	
	2) Ending Balance, June 30	0.41-		0.41-	

	Fund :01 GENERAL FUND		LinkCode:205	COUNTY ALCOHOL & DRUG
		Approved Budget	Increase (Decrease)	Revised Budget
Α.	TOTAL REVENUES	1,408,286.00	9,448.00-	1,398,838.00
в.	TOTAL EXPENDITURES	1,408,286.00	9,448.00-	1,398,838.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
	OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING			0.00
177	SOURCES/USES NET INCREASE (DECREASE)	0.00		0.00
ь.	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00
	Fund :01 GENERAL FUND		LinkCode:207	STUDENT EVENTS
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	332,834.00	20,098.00	352,932.00
	TOTAL EXPENDITURES	518,986.00	20,390.00	539,376.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	186,152.00-	292.00-	186,444.00-
D	TOTAL OTHER FINANCING	100,132.00	272.00	100,111.00
٥.	SOURCES/USES	179,000.00		179,000.00
Ε.	NET INCREASE (DECREASE)	,		
	IN FUND BALANCE	7,152.00-	292.00-	7,444.00-
F.	1) Beginning Balance	17,034.16		17,034.16
	2) Ending Balance, June 30	9,882.16	292.00-	9,590.16
	Fund :01 GENERAL FUND		LinkCode:208	EARLY LEARNING - LOCAL
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
7	TOTAL REVENUES	26,000.00	942.00	26,942.00
	TOTAL EXPENDITURES	32,837.00	7,824.00-	25,013.00
	EXCESS (DEFICIENCY) OF REVENUES	32,037.00	7,021.00	23,013.00
	OVER EXPENDITURES TOTAL OTHER FINANCING	6,837.00-	8,766.00	1,929.00
υ.	SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)	2.00		
	IN FUND BALANCE	6,837.00-	8,766.00	1,929.00
F.	1) Beginning Balance	7,803.64		7,803.64
	2) Ending Balance, June 30	966.64	8,766.00	9,732.64

	Fund :01 GENERAL FUND		LinkCode:209	TEACHER OF THE YEAR	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	8,040.00		8,040.00	
В.	TOTAL EXPENDITURES	18,721.00	399.00	19,120.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	10,681.00-	399.00-	11,080.00-	
D.	TOTAL OTHER FINANCING	10,001.00	333.00	11,000.00	
	SOURCES/USES	6,000.00		6,000.00	
Ε.	NET INCREASE (DECREASE) IN FUND BALANCE	4,681.00-	399.00-	5,080.00-	
ਸ	1) Beginning Balance	11,534.59	399.00-	11,534.59	
	2) Ending Balance, June 30	6,853.59	399.00-	6,454.59	
	Fund :01 GENERAL FUND		LinkCode:216	CONTENT LITERACY INQ CITZN PRO	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Δ	TOTAL REVENUES	1,752,716.00		1,757,768.00	
в.		1,754,095.00	5,052.00	1,759,147.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
_	OVER EXPENDITURES	1,379.00-		1,379.00-	
Д.	TOTAL OTHER FINANCING SOURCES/USES	1,379.00		1,379.00	
Ε.	NET INCREASE (DECREASE)	2,373.00		1,3,3,00	
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:218	CIVICS ENGAGEMENT PROJECTS	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	85,721.00		85,721.00	
	TOTAL EXPENDITURES	58,817.00	10.00-	58,807.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	26 004 22	10.00	26 014 00	
D.	OVER EXPENDITURES TOTAL OTHER FINANCING	26,904.00	10.00	26,914.00	
٠.	SOURCES/USES	1,379.00-		1,379.00-	
E.	NET INCREASE (DECREASE)				
_	IN FUND BALANCE	25,525.00	10.00	25,535.00	
F.	1) Beginning Balance	51,612.58 77,137.58	10.00	51,612.58 77,147.58	
	2) Ending Balance, June 30	//,13/.58	10.00	//,±±/.30	

	Fund :01 GENERAL FUND		LinkCode:225	TOOLBOX GRANT	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	0.00		0.00	
В.	TOTAL EXPENDITURES	1,132.00		1,132.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,132.00-		1,132.00-	
D.	TOTAL OTHER FINANCING	1,152.00		1,132.00	
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE) IN FUND BALANCE	1,132.00-		1,132.00-	
F.	1) Beginning Balance	1,132.00-		1,132.00-	
	2) Ending Balance, June 30	0.04		0.04	
	Fund :01 GENERAL FUND		LinkCode:230	CA OFFICE OF TRAFF	IC SAFETY
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	179,565.00	3,601.00-		
В.	TOTAL EXPENDITURES	179,565.00	3,601.00- 3,601.00-	175,964.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
D	OVER EXPENDITURES TOTAL OTHER FINANCING	0.00		0.00	
ъ.	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE)				
_	IN FUND BALANCE	0.00		0.00	
г.	1) Beginning Balance 2) Ending Balance, June 30	0.00		0.00	
	2, many mander, the st	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:232	TELEPHONES	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	1,887.00		1,887.00	
	TOTAL EXPENDITURES	30,414.00-	16,486.00-	46,900.00-	
C.	EXCESS (DEFICIENCY) OF REVENUES	22 201 00	16 496 00	10 707 00	
D.	OVER EXPENDITURES TOTAL OTHER FINANCING	32,301.00	16,486.00	48,787.00	
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	•	16,486.00	48,787.00	
F.	1) Beginning Balance 2) Ending Balance, June 30	217,042.97 249,343.97	16,486.00	217,042.97 265,829.97	
	2, maing parance, oune 30	247,343.71	10,400.00	203,023.31	

	Fund :01 GENERAL FUND		LinkCode:236	SELPA GROWTH - LEGA	L FEE
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	0.00		0.00	
в.	TOTAL EXPENDITURES	0.00		0.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	290,995.10		290,995.10	
	2) Ending Balance, June 30	290,995.10		290,995.10	
	Fund :01 GENERAL FUND		LinkCode:237	CA HIGHSCHOOL PROFI	CIENCY EXAM
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	1,211,507.00	1,852.00-	1,209,655.00	
В.	TOTAL EXPENDITURES		1,852.00-		
C.	EXCESS (DEFICIENCY) OF REVENUES		•		
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:239	CPIN-CAPITAL SVC RE	GION
			_		
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	4,831.00	18.00	4,849.00	
в.	TOTAL EXPENDITURES	4,831.00	18.00	4,849.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:242	INTERNET & MEDIA SVC-LOCAL	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	500.00		500.00	
В.	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	223,828.00	30,948.00-	192,880.00	
С.	OVER EXPENDITURES	223,328.00-	30,948.00	192,380.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
	IN FUND BALANCE		30,948.00	192,380.00-	
r.	1) Beginning Balance 2) Ending Balance, June 30	752,297.64 528,969.64	30,948.00	752,297.64 559,917.64	
	Fund :01 GENERAL FUND		LinkCode:243	SETA-EARLY HEADSTART	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	649,577.00	3,577.00-	646,000.00	
	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	649,577.00	1,537.00	651,114.00	
٠.	OVER EXPENDITURES	0.00	5,114.00-	5,114.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	5,114.00	5,114.00	
Ε.	NET INCREASE (DECREASE)		3,111.00		
E.	IN FUND BALANCE 1) Beginning Balance	0.00		0.00 0.00	
г.	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:245	HSE TESTING	
		Approved	Increase		
		Budget	(Decrease)	Budget 	
A.	TOTAL REVENUES	2,000.00		2,000.00	
В.	TOTAL EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES	7,462.00		7,462.00	
С.	OVER EXPENDITURES	5,462.00-		5,462.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
_	IN FUND BALANCE	5,462.00-		5,462.00-	
F.	1) Beginning Balance 2) Ending Balance, June 30	30,881.24 25,419.24		30,881.24 25,419.24	
	_,	23,123.21		,	

	Fund :01 GENERAL FUND		LinkCode:253	POWER OF DISCOVERY:STEM	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	195,000.00		195,000.00	
в.	TOTAL EXPENDITURES	195,000.00		195,000.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
_	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance 2) Ending Balance, June 30	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:256	TEACH CALIFORNIA	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	95,954.00	5,019.00-	90,935.00	
В.	TOTAL EXPENDITURES	95,954.00	5,019.00-	90,935.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING	0.00		0.00	
-	SOURCES/USES NET INCREASE (DECREASE)	0.00		0.00	
E.	IN FUND BALANCE	0.00		0.00	
F	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:257	TECHNOLOGY SVCS-LOCAL	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	208,000.00	·	152,000.00	
	TOTAL EXPENDITURES	138,110.00	753.00-	137,357.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
_	OVER EXPENDITURES	69,890.00	55,247.00-	14,643.00	
D.	TOTAL OTHER FINANCING	0.00		0.00	
E.	SOURCES/USES NET INCREASE (DECREASE)	0.00		0.00	
E.	IN FUND BALANCE	69,890.00	55,247.00-	14,643.00	
ਸ	1) Beginning Balance	126,076.98	33,247.00-	126,076.98	
	2) Ending Balance, June 30	195,966.98	55,247.00-	140,719.98	
	_,	233,333.30	33,21,.00	,	

	Fund :01 GENERAL FUND		LinkCode:259	FOSTER YOUTH COORDINATING PROG	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	1,320,838.00	108,002.00-	1,212,836.00	
	TOTAL EXPENDITURES	1,320,838.00	108,002.00-		
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:268	SYST SUPP EXPANDED LRNG	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	674,100.00	8,100.00	682,200.00	
	TOTAL EXPENDITURES	690,398.00	3,793.00	694,191.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	16 000 00	4 205 00	11 001 00	
Б	OVER EXPENDITURES TOTAL OTHER FINANCING	16,298.00-	4,307.00	11,991.00-	
ъ.	SOURCES/USES	0.00		0.00	
E	NET INCREASE (DECREASE)	0.00		0.00	
	IN FUND BALANCE	16,298.00-	4,307.00	11,991.00-	
F.	1) Beginning Balance	71,165.75	,	71,165.75	
	2) Ending Balance, June 30	54,867.75	4,307.00	59,174.75	
	Fund :01 GENERAL FUND		LinkCode:271	FNL TEAM MENTOR PARTNRSHP	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.		6,000.00		6,000.00	
	TOTAL EXPENDITURES	6,000.00		6,000.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	0.00		0.00	
ъ	OVER EXPENDITURES TOTAL OTHER FINANCING	0.00		0.00	
υ.	SOURCES/USES	0.00		0.00	
E	NET INCREASE (DECREASE)	0.00		3.00	
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	= · · · · · · · · · · · · · · · · · · ·				

	Fund :01 GENERAL FUND		LinkCode:284	COMPR SUPPORT & IMPRMNT COE	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	580,737.00	7,499.00 7,499.00	588,236.00	
В.	TOTAL EXPENDITURES	580,737.00	7,499.00	588,236.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
_	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING	0.00		0.00	
F	SOURCES/USES NET INCREASE (DECREASE)	0.00		0.00	
ь.	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:293	SEEDS PARTNERSHIP:FAMILY ENGAG	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	687,379.00		687,379.00	
В.		687,379.00		687,379.00	
	EXCESS (DEFICIENCY) OF REVENUES	,		,	
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00		0.00	
	IN FUND BALANCE 1) Beginning Balance	0.00		0.00	
г.	2) Ending Balance, June 30	0.00		0.00	
	-,				
	Fund :01 GENERAL FUND		LinkCode:299	FOUNDATIONS GRANT CCSS	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	TOTAL REVENUES	35,210.00		35,210.00	
	TOTAL EXPENDITURES	35,210.00		35,210.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	0.00		0.00	
Б	OVER EXPENDITURES	0.00		0.00	
υ.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
E	NET INCREASE (DECREASE)	0.00		0.00	
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	= :				

	Fund :01 GENERAL FUND		LinkCode:301	PLANNING & IMPROVEMENT LOCAL	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	20,000.00		20,000.00	
	TOTAL EXPENDITURES	7,759.00	166.00	7,925.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	12,241.00	166.00-	12,075.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
_	IN FUND BALANCE	12,241.00	166.00-		
F.	1) Beginning Balance 2) Ending Balance, June 30	141,980.52	166.00-	141,980.52	
	2) Ending Balance, June 30	154,221.52	100.00-	154,055.52	
	Fund :01 GENERAL FUND		LinkCode:302	SCHOOL OF EDUC TEACHING	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	2,189,514.00	43,840.00	2,233,354.00	
в.	TOTAL EXPENDITURES	1,980,226.00	36,808.00-	1,943,418.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	209,288.00	80,648.00	289,936.00	
D.	TOTAL OTHER FINANCING	0.00			
	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	209,288.00	80,648.00	289,936.00	
F	1) Beginning Balance	1,387,113.91	00,040.00	1,387,113.91	
	2) Ending Balance, June 30	1,596,401.91	80,648.00	1,677,049.91	
		_,	,	_,,	
	Fund :01 GENERAL FUND		LinkCode:306	GEOGRAPHIC LEAD AGENCY	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	633,799.00		633,799.00	
В.	TOTAL EXPENDITURES	633,799.00		633,799.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING	0.00		0.00	
-	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00	
됴	1) Beginning Balance	0.00		0.00	
г.	2) Ending Balance, June 30	0.00		0.00	
	2, maing barance, cane 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:310	STDNT MENTAL HEALTH & WELLN	ESS
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	1,552,559.00	19,874.00	1,572,433.00	
в.	TOTAL EXPENDITURES	1,552,559.00	19,874.00	1,572,433.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:313	FOSTER YOUTH SVCS MAA	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
		_		_	
Α.	TOTAL REVENUES	28,723.00		28,723.00	
В.	TOTAL EXPENDITURES	4,991.00		4,991.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	23,732.00		23,732.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	23,732.00		23,732.00	
F.	1) Beginning Balance	30,391.61		30,391.61	
	2) Ending Balance, June 30	54,123.61		54,123.61	
	Fund :01 GENERAL FUND		LinkCode:316	PREVENTION SERVICES MAA	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	4,490.00		4,490.00	
В.	TOTAL EXPENDITURES	440.00		440.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	4,050.00		4,050.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	4,050.00		4,050.00	
F.	1) Beginning Balance	7,486.19		7,486.19	
	2) Ending Balance, June 30	11,536.19		11,536.19	

	Fund :01 GENERAL FUND		LinkCode:317	PROJECT TEACH MAA	
		Approved Budget	Increase (Decrease)	Revised Budget	
A .	TOTAL REVENUES	0.00		0.00	
В.		0.00		0.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING				
_	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00	
F	1) Beginning Balance	5,894.16		5,894.16	
	2) Ending Balance, June 30	5,894.16		5,894.16	
	Fund :01 GENERAL FUND		LinkCode:320	FIRST FIVE QLTY CHILD CARE	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	51,043.00		51,043.00	
В.	TOTAL EXPENDITURES	51,043.00		51,043.00	
С.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00	
D	TOTAL OTHER FINANCING	0.00		0.00	
٥.	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:321	CA STATEWIDE PHY FITNESS TEST	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	131,503.00	2,541.00-	128,962.00	
В.		131,503.00	2,541.00-	128,962.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00	
D	TOTAL OTHER FINANCING	0.00		0.00	
ν.	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	2.00			
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:324	ENGLISH LANGUAGE PROF ASMTS CA
		Approved Budget	Increase (Decrease)	Revised Budget
Α.	TOTAL REVENUES	4,612,929.00	46,318.00	4,659,247.00
в.	TOTAL EXPENDITURES	4,614,429.00	46,318.00	4,660,747.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
_	OVER EXPENDITURES	1,500.00-		1,500.00-
Б.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E	NET INCREASE (DECREASE)	0.00		0.00
	IN FUND BALANCE	1,500.00-		1,500.00-
F.	1) Beginning Balance	1,500.00		1,500.00
	2) Ending Balance, June 30	0.00		0.00
	Fund :01 GENERAL FUND		LinkCode:325	EARLY LEARNING MAA
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
A.	TOTAL REVENUES	1,365.00		1,365.00
в.		134.00		134.00
C.	EXCESS (DEFICIENCY) OF REVENUES	1,231.00		1 221 00
D	OVER EXPENDITURES TOTAL OTHER FINANCING	1,231.00		1,231.00
υ.	SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)	0.00		0.00
	IN FUND BALANCE	1,231.00		1,231.00
F.	1) Beginning Balance	4,618.75		4,618.75
	2) Ending Balance, June 30	5,849.75		5,849.75
	Fund :01 GENERAL FUND		LinkCode:328	CENSUS PROJECT 2020
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
	TOTAL DEVINERS	220 512 22	26.604.63	267 207 00
A. B.	TOTAL REVENUES TOTAL EXPENDITURES	330,713.00 330,713.00	36,684.00 36,684.00	367,397.00 367,397.00
c.		330,713.00	30,004.00	301,331.00
٠.	OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING	0.00		
	SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE)			
	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

	Fund :01 GENERAL FUND		LinkCode:329	WILLIAMS-RELATED OVERSIGHT
		Approved Budget	Increase (Decrease)	Revised Budget
Α.	TOTAL REVENUES	0.00		0.00
В.	TOTAL EXPENDITURES	318,264.00	1,094.00	319,358.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
_	OVER EXPENDITURES	318,264.00-	1,094.00-	319,358.00-
р.	TOTAL OTHER FINANCING SOURCES/USES	318,264.00	343.00	318,607.00
Ε.	NET INCREASE (DECREASE)	310,204.00	343.00	310,007.00
	IN FUND BALANCE	0.00	751.00-	751.00-
F.	1) Beginning Balance	41,322.08		41,322.08
	2) Ending Balance, June 30	41,322.08	751.00-	40,571.08
	Fund :01 GENERAL FUND		LinkCode:331	BILINGUAL TCHR PROF DVLPT PRGM
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
A.		363,229.00	4,365.00	367,594.00
	TOTAL EXPENDITURES	363,229.00	4,365.00	367,594.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D	TOTAL OTHER FINANCING	0.00		0.00
ъ.	SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)			
	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00
	Fund :01 GENERAL FUND		LinkCode:336	REGION III SELPA-CONFERENCES
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
	TOTAL REVENUES	0.00		0.00
	TOTAL EXPENDITURES	0.00		0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D	TOTAL OTHER FINANCING	0.00		0.00
υ.	SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)	2.00		
	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	72,892.66		72,892.66
	2) Ending Balance, June 30	72,892.66		72,892.66

	Fund :01 GENERAL FUND		LinkCode:337	CAREER TECH ED INCENTIVE GRANT	
		Approved Budget	Increase (Decrease)	Revised Budget	
Α.	TOTAL REVENUES	135,412.00	19,307.00- 26,462.00-	116,105.00	
В.		149,814.00	26,462.00-	123,352.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	14,402.00-	7,155.00	7.247.00-	
D.	TOTAL OTHER FINANCING	,	.,======	.,	
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE) IN FUND BALANCE	14 402 00-	7,155.00	7,247.00-	
F.	1) Beginning Balance	64,603.84	7,133.00	64,603.84	
	2) Ending Balance, June 30		7,155.00	57,356.84	
	Fund :01 GENERAL FUND		LinkCode:340	CAL ED PROGRAM	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
7	TOTAL REVENUES	148,179.00		148,179.00	
В.		148,179.00		148,179.00	
	EXCESS (DEFICIENCY) OF REVENUES			,	
	OVER EXPENDITURES	0.00		0.00	
D.	TOTAL OTHER FINANCING	0.00		0.00	
E	SOURCES/USES NET INCREASE (DECREASE)	0.00		0.00	
٠.	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	
	Fund :01 GENERAL FUND		LinkCode:351	STDNT SUPPORT & ACAD ENRCHMNT	
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
A.	TOTAL REVENUES	313,452.00	1,052.00-	312,400.00	
	TOTAL EXPENDITURES	313,452.00	1,052.00- 1,052.00-	312,400.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
Б	OVER EXPENDITURES	0.00		0.00	
ν.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)	0.00			
	IN FUND BALANCE	0.00		0.00	
F.	1) Beginning Balance	0.00		0.00	
	2) Ending Balance, June 30	0.00		0.00	

	Fund :01 GENERAL FUND		LinkCode:353	CAASPP
		11	Increase (Decrease)	Revised Budget
Α.	TOTAL REVENUES	2,982,188.00	184,677.00-	2,797,511.00
в.	TOTAL EXPENDITURES	2,982,188.00	66,586.00-	2,915,602.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
	OVER EXPENDITURES	0.00	118,091.00-	118,091.00-
D.	TOTAL OTHER FINANCING			
	SOURCES/USES	31,071.00-		31,071.00-
Ε.	NET INCREASE (DECREASE)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,
	IN FUND BALANCE	31.071.00-	118,091.00-	149.162.00-
F.	1) Beginning Balance	150.311.62	•	150.311.62
	2) Ending Balance, June 30	119,240.62	118,091.00-	1,149.62
	Fund :01 GENERAL FUND	Approved	LinkCode:400	
			(Decrease)	Budget
			(Decrease)	
Α.	TOTAL REVENUES	1,841,794.00		1,841,794.00
в.		1,841,794.00		1,841,794.00
C.	EXCESS (DEFICIENCY) OF REVENUES			, , , , , , , , , , , , , , , , , , , ,
	OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING			
	SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)			
	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :10 SPECIAL EDUCATION PASS-THROUGH

		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	23,580,191.00		23,580,191.00
в.		23,580,191.00		23,580,191.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
_	OVER EXPENDITURES	0.00		0.00
В.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
Е	NET INCREASE (DECREASE)	0.00		0.00
	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	1,876,048.02		1,876,048.02
	2) Ending Balance, June 30	1,876,048.02		1,876,048.02
	Fund :11 ADULT EDUCATION			
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	15,954,665.00	118,555.00-	15,836,110.00
	TOTAL EXPENDITURES	16,298,455.00		16,148,062.00
C.	EXCESS (DEFICIENCY) OF REVENUES			
	OVER EXPENDITURES	343,790.00-	31,838.00	311,952.00-
D.	TOTAL OTHER FINANCING	0.00		0.00
E.	SOURCES/USES NET INCREASE (DECREASE)	0.00		0.00
r.	IN FUND BALANCE	343,790.00-	31,838.00	311,952.00-
F.	1) Beginning Balance	556,550.38	,	556,550.38
	2) Ending Balance, June 30	212,760.38	31,838.00	244,598.38
	Fund :12 CHILD DEVELOPMENT FUND			
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	10,491,895.00		
	TOTAL EXPENDITURES	10,574,083.00	122,230.00	10,696,313.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	82,188.00-	3,897.00-	86,085.00-
D.	TOTAL OTHER FINANCING	02,100.00	3,057.00	00,005.00
	SOURCES/USES	82,188.00	4,143.00	86,331.00
Ε.	NET INCREASE (DECREASE)			
_	IN FUND BALANCE	0.00	246.00	246.00
ь.	1) Beginning Balance 2) Ending Balance, June 30	8,002.00 8,002.00	246.00	8,002.00 8,248.00
	2) bliding balance, dulle 30	0,002.00	240.00	0,240.00

Fund :17 SP RES-OTHER THAN CAP OUTLAY

	Fund 1/ SP RES-OTHER THAN CAP O	UTLAY			
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	16,000.00		16,000.00	
В.		0.00		0.00	
C.	EXCESS (DEFICIENCY) OF REVENUES	16 000 00		16 000 00	
D	OVER EXPENDITURES TOTAL OTHER FINANCING	16,000.00		16,000.00	
υ.	SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE)	0.00		0.00	
ь.	IN FUND BALANCE	16,000.00		16,000.00	
E.	1) Beginning Balance	734,129.31		734,129.31	
г.	2) Ending Balance, June 30	750,129.31		750,129.31	
	2, Enting Estance, that so	750,125.51		730,123.31	
	Fund :20 SPEC RESRV POSTEMPLOY B	ENEFITS			
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
Α.	TOTAL REVENUES	3,800.00		3,800.00	
	TOTAL EXPENDITURES	0.00		0.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
_	OVER EXPENDITURES	3,800.00		3,800.00	
В.	TOTAL OTHER FINANCING			0.00	
_	SOURCES/USES	0.00		0.00	
Е.	NET INCREASE (DECREASE)	2 000 00		2 000 00	
_	IN FUND BALANCE	3,800.00		3,800.00	
r.	1) Beginning Balance 2) Ending Balance, June 30	173,851.03		173,851.03	
	2) Ending Balance, June 30	177,651.03		177,651.03	
	Fund :25 CAPITAL FACILITIES FUND				
		Approved	Increase	Revised	
		Budget	(Decrease)	Budget	
	MODAL DEVENUE	125 405 00		125 405 00	
Α.	TOTAL REVENUES	135,405.00	185,000.00	135,405.00	
В.		190,825.00	185,000.00	3/5,825.00	
	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	55,420.00-	185,000.00-	240,420.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	55,420.00-	185,000.00-	240,420.00-	
F.	1) Beginning Balance	471,404.40		471,404.40	
	2) Ending Balance, June 30	415,984.40	185,000.00-	230,984.40	

099 SACRAMENTO COE BUDGET REVISION #2 * 2019-20

Fund :35 COUNTY SCHOOL FACILITIES FUND

		Approved	Increase	Revised
		Budget	(Decrease)	Budget
Α.	TOTAL REVENUES	1,020,000.00	78,000.00	1,098,000.00
	TOTAL EXPENDITURES		•	
В.		1,020,000.00	78,000.00	1,098,000.00
C.	EXCESS (DEFICIENCY) OF REVENUES	0.00		0.00
	OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING			
	SOURCES/USES	0.00		0.00
Ε.	NET INCREASE (DECREASE)			
	IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00
	Fund :77 BENEFIT TRUST FUND			
		Approved	Increase	Revised
		Budget	(Decrease)	Budget
		Daagee	(DCCI CODC)	Daagee

		Approved Budget	Increase (Decrease)	Revised Budget	
A.	TOTAL REVENUES	2,988,292.00	3,000,551.00	5,988,843.00	
B.	TOTAL EXPENDITURES	2,406,340.00		2,406,340.00	
C.	EXCESS (DEFICIENCY) OF REVENUES				
	OVER EXPENDITURES	581,952.00	3,000,551.00	3,582,503.00	
D.	TOTAL OTHER FINANCING				
	SOURCES/USES	0.00		0.00	
Ε.	NET INCREASE (DECREASE)				
	IN FUND BALANCE	581,952.00	3,000,551.00	3,582,503.00	
F.	1) Beginning Balance	53,013,609.48		53,013,609.48	
	2) Ending Balance, June 30	53,595,561.48	3,000,551.00	56,596,112.48	

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	Second Interim Financial Report for the 2019-2020 Fiscal Year	Agenda Item No.: Enclosures:	VIII.G. 50
Reason:	Reason: Certification of Financial	From:	David W. Gordon
	Condition as Mandated by Education Code Section 1240(j)	Prepared By:	Tamara Sanchez
		Board Meeting Date:	03/17/20

BACKGROUND:

Since the 2019-2020 County School Service Fund budget was adopted in June 2019, revisions have been made to keep the budget current with changing circumstances. The purpose of the interim financial report is to project the total revenues and expenditures for the year, to compare the projected totals to the revised budget, to perform a summary review of the report according to the State criteria and standards, and to certify the financial condition of the Sacramento County Office of Education to the California Department of Education.

The report is for the period ended January 31, 2020 and includes Budget Revision No. 2.

Attachments:

- County Certification of Interim Report
- Summary Review of Second Interim Report
- Second Interim Criteria and Standards Review

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve a positive certification so that the Sacramento County Office of Education will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards pursuant to Education Code sections 33129 and 42130.				
Signed:County Superintendent or Designee	Date:			
NOTICE OF INTERIM REVIEW. All action shall be taken on this meeting of the County Board of Education.	report during a regular or authorized special			
To the State Superintendent of Public Instruction: This interim report and certification of financial condition are of Education pursuant to Education Code sections 1240 and				
Meeting Date: March 17, 2020	Signed:			
CERTIFICATION OF FINANCIAL CONDITION	County Superintendent of Schools			
 X POSITIVE CERTIFICATION As County Superintendent of Schools, I certify that based upon current projections this county office will meet its financial obligations for the current fiscal year and subsequent two fiscal years. 				
QUALIFIED CERTIFICATION As County Superintendent of Schools, I certify that based not meet its financial obligations for the current fiscal year				
NEGATIVE CERTIFICATION As County Superintendent of Schools, I certify that based not meet its financial obligations for the remainder of the				
Contact person for additional information on the interim repo	ort:			
Name: Michael Smith	Telephone: (916) 228-2253			
Title: <u>Director, Financial Services</u>	E-mail: masmith@scoe.net			

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITE	RIA AND STANDARDS		Met	Not Met
1	Average Daily Attendance	Projected ADA for County Operations Grant or county operated programs has not changed for any of the current or two subsequent fiscal years by more than two percent since first interim.		х

CRITE	RIA AND STANDARDS (contir	nued)	Met	Not Met
2	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	х	
3	Salaries and Benefits	Projected total salaries and benefits for any of the current or two subsequent fiscal years has not changed by more than five percent since first interim.	х	
4a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	x	
4b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		х
5	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	х	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	х	
7a	Fund Balance	Projected county school service fund balance will be positive at the end of the current and two subsequent fiscal years.	х	
7b	Cash Balance	Projected county school service fund cash balance will be positive at the end of the current fiscal year.	х	
8	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	х	

SUPPL	EMENTAL INFORMATION		No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	х	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing county school service fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	х	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?		х
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	х	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	x	

SUPPL	EMENTAL INFORMATION (co		No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?		х
		 If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2018-19) annual payment? 	х	
		 If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources? 	x	
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?		х
		 If yes, have there been changes since first interim in OPEB liabilities? 		Х
S7b	Other Self-insurance Benefits	Does the county office operate any self-insurance programs (e.g., workers' compensation)?	х	
		 If yes, have there been changes since first interim in self- insurance liabilities? 	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		 Certificated? (Section S8A, Line 1b) 	Х	
		 Classified? (Section S8B, Line 1b) 	Х	
		 Management/supervisor/confidential? (Section S8C, Line 1b) 	Х	
S9	Status of Other Funds	Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?	х	

ADDIT	IONAL FISCAL INDICATORS		No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund?	х	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	х	
А3	County Operations Grant ADA	Is County Operations Grant ADA decreasing in both the prior and current fiscal year?	х	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county office boundaries that are impacting the county office's ADA, either in the prior or current fiscal years?	х	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	х	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	х	
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	х	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	Х	

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	120.72	147.55	147.55	147.55	0.00	0%
c. Probation Referred, On Probation or Parole,						
Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	76.57	48.65	48.65	48.65	0.00	0%
d. Total, County Program Alternative Education						
ADA (Sum of Lines B1a through B1c)	197.29	196.20	196.20	196.20	0.00	0%
2. District Funded County Program ADA						
County Community Schools	376.27	422.16	422.16	422.16	0.00	0%
b. Special Education-Special Day Class	270.41	258.06	258.06	258.06	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	16.98	15.97	15.97	15.97	0.00	0%
Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary						
Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund	0.00	0.00	0.55	0.00	0.55	
(Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA	000.00	000.40	000.40	000.40	0.00	00/
(Sum of Lines B2a through B2f) 3. TOTAL COUNTY OFFICE ADA	663.66	696.19	696.19	696.19	0.00	0%
	960.05	892.39	902.20	892.39	0.00	00/
(Sum of Lines B1d and B2g) 4. Adults in Correctional Facilities	860.95 0.00	0.00	892.39 0.00	0.00	0.00	0% 0%
5. County Operations Grant ADA	231,640.85	232,847.40	232,847.40	232,847.40	0.00	0%
6. Charter School ADA	231,040.03	202,047.40	202,047.40	232,047.40	0.00	0 76
(Enter Charter School ADA using						
Tab C. Charter School ADA)						

2019-20 Second Interim County School Service Fund Summary - Unrestricted/Restricted Revenues, Expenditures, and Changes in Fund Balance

Description Resource	Object e Codes Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES							
1) LCFF Sources	8010-8099	20 422 222 22	20 040 070 00	07 040 200 02	20 042 070 00	0.00	0.00/
,		30,122,280.00	30,012,976.00	27,918,309.62	30,012,976.00		0.0%
2) Federal Revenue	8100-8299	7,289,494.00	11,671,729.00	5,301,202.01	11,671,729.00	0.00	0.0%
3) Other State Revenue	8300-8599	22,045,188.00	24,167,794.00	6,939,809.68	24,167,794.00	0.00	0.0%
4) Other Local Revenue	8600-8799	38,301,543.00	42,505,209.00	9,224,024.89	42,505,209.00	0.00	0.0%
5) TOTAL, REVENUES		97,758,505.00	108,357,708.00	49,383,346.20	108,357,708.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	22,236,301.00	22,272,858.00	12,186,689.20	22,272,858.00	0.00	0.0%
2) Classified Salaries	2000-2999	28,343,071.00	28,530,357.00	15,733,365.18	28,530,357.00	0.00	0.0%
3) Employee Benefits	3000-3999	20,151,916.00	19,893,521.00	9,933,401.22	19,893,521.00	0.00	0.0%
4) Books and Supplies	4000-4999	2,155,925.00	2,753,079.00	1,137,231.88	2,753,079.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999	17,798,540.00	23,371,690.00	9,625,679.89	23,371,690.00	0.00	0.0%
6) Capital Outlay	6000-6999	524,669.00	1,141,374.00	440,839.10	1,141,374.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499	1,133,904.00	1,330,965.00	12,865.27	1,330,965.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399	(654,209.00)	(665,122.00)	(2,474.44)	(665,122.00)	0.00	0.0%
9) TOTAL, EXPENDITURES		91,690,117.00	98,628,722.00	49,067,597.30	98,628,722.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)		6,068,388.00	9,728,986.00	315,748.90	9,728,986.00		
D. OTHER FINANCING SOURCES/USES							
Interfund Transfers a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	83,251.00	86,331.00	3,097.70	86,331.00	0.00	0.0%
Other Sources/Uses a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		(83,251.00)	(86,331.00)	(3,097.70)	(86,331.00)		

2019-20 Second Interim County School Service Fund Summary - Unrestricted/Restricted Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,985,137.00	9,642,655.00	312,651.20	9,642,655.00	, ,	, ,
F. FUND BALANCE, RESERVES			3,000,101.00	0,0 12,000.00	0.12,0020	0,0 12,000.00		
,								
Beginning Fund Balance As of July 1 - Unaudited		9791	75,248,873.98	75,248,873.98		75,248,873.98	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			75,248,873.98	75,248,873.98		75,248,873.98		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		75,248,873.98	75,248,873.98		75,248,873.98	<u> </u>	
2) Ending Balance, June 30 (E + F1e)	,		81,234,010.98	84,891,528.98		84,891,528.98		
Components of Ending Fund Balance a) Nonspendable								
Revolving Cash		9711	30,000.00	30,000.00		30,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	8,584,982.93	9,425,488.93		9,425,488.93		
c) Committed Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned		0,00	0.00	0.00		0.00		
Other Assignments		9780	34,360,963.46	37,042,774.46		37,042,774.46		
Accountability & Assessment	0000	9780	199,748.64					
Adult Re-Entry Programs	0000	9780	588,255.84					
After School - Local	0000	9780	64,341.75					
AVID - Local	0000	9780	126,067.41					
CAASPP	0000	9780	150,311.62					
C & I Local - English-Language Arts	0000	9780	4,700,910.68					
C & I Local - Math/Science	0000	9780	1,109,712.17					
CA Student Opportnty & Access Prog	0000	9780	179,765.76					
Career Tech Ed Incentive - Local	0000	9780	34,347.84					
Career Technical Education	0000	9780	2,517,558.38					
Civics Engagement Projects	0000	9780	30,822.58					
Claim Administration-Unemploymnt	0000	9780	48,768.37					
CNTS/Telephones	0000	9780	620,251.53					
Community Schools	0000	9780	490,959.59					
Community Schools CARE	0000	9780	616,210.77					
Deferred Maintenance	0000	9780	850,092.24					
English Language Prof Devlp	0000	9780	69,837.69					
Foster Youth Services - Local	0000	9780	499,669.49					
Gerber Communty Sch Construction	0000	9780	10,000,000.00					
Health & Welfare Pool	0000	9780	2,392,347.40					
Information Services	0000	9780	490,528.89					
Instructional Support Services	0000	9780	1,263,114.32					
Internet & Media Services	0000	9780	582,458.64					
Juvenile Court Schools	0000	9780	281,237.20					
K-12 Coaching	0000	9780	94,300.78					
MAA-SpEd/EarlyLrng/ProjTeach/Prev	0000	9780	158,092.74					
Misc. Unrestricted	0000	9780	46,496.77					
PrevLocal/FNL/CL/ProjSAVE Local	0000	9780	23,059.18					
Planning & Improvement - Local	0000	9780	137,134.52					

2019-20 Second Interim County School Service Fund Summary - Unrestricted/Restricted Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
School of Education - Leadership	0000	9780	702,123.31	, ,	, ,	, ,	, ,	
School of Education - Teaching	0000	9780	1,594,189.91					
Science - Local	0000	9780	123,176.38					
SCOE Arts Program	0000	9780	29,317.48					
Sly Park	0000	9780	281,343.09					
System of Support	0000	9780	3,018,009.44					
Technology Svcs Local/Video Prod	0000	9780	205,078.98					
Williams-Related Oversight	0000	9780	41,322.08					
Accountability & Assessment	0000	9780		507,071.64				
Adult Re-Entry Programs	0000	9780		667,929.84				
After School - Local	0000	9780		59,174.75				
AVID - Local	0000	9780		262,010.41				
CAASPP	0000	9780		1,149.62				
C & I Local - English-Language Arts	0000	9780		5,310,169.68				
C & I Local - Math/Science	0000	9780		1,405,366.17				
CA Student Opportnty & Access Prog	0000	9780		160,255.76				
Career Tech Ed Incentive - Local	0000	9780		57,356.84				
Career Technical Education	0000	9780		3,102,189.38				
Civics Engagement Projects	0000	9780		77,147.58				
Claim Administration-Unemploymnt	0000	9780		47,786.37				
CNTS/Telephones	0000	9780		605,844.53				
Community Schools	0000	9780		883,008.59				
Community Schools CARE	0000	9780		493,775.77				
Deferred Maintenance	0000	9780		206,745.24				
English Language Prof Devlp	0000	9780		196,740.69				
Foster Youth Services - Local	0000	9780		621,223.49				
Gerber Communty Sch Construction	0000	9780		10,000,000.00				
Health & Welfare Pool	0000	9780		2,350,825.40				
Information Services	0000	9780		508,803.89				
Instructional Support Services	0000	9780		1,272,663.32				
	0000	9780		559,917.64				
Internet & Media Services Juvenile Court Schools	0000	9780		296,593.20				
K-12 Coaching	0000	9780		94,300.78				
MAA-SpEd/EarlyLrng/ProjTeach/Prev	0000	9780		719,220.74				
Misc. Unrestricted				46,483.77				
	0000	9780 9780		69,045.18				
PrevLocal/FNL/CL/ProjSAVE Local								
Planning & Improvement - Local	0000	9780		154,055.52 788,050,31				
School of Education - Leadership	0000	9780		788,050.31				
School of Education - Teaching	0000	9780		1,677,049.91				
Science - Local	0000	9780		142,013.38				
SCOE Arts Program	0000	9780		27,789.48				
Sly Park	0000	9780		348,043.09				
System of Support	0000	9780		3,141,681.44				
Technology Svcs Local/Video Prod	0000	9780		140,719.98				
Williams-Related Oversight	0000	9780		40,571.08		27.040.774.40		
Other Assignments	0000	9780				37,042,774.46		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,065,000.00	2,065,000.00		2,065,000.00		
Unassigned/Unappropriated Amount		9790	36,193,064.59	36,328,265.59		36,328,265.59		

2019-20 Second Interim County School Service Fund Unrestricted (Resources 0000-1999) Revenues, Expenditures, and Changes in Fund Balance

Description Resourc	Object e Codes Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES							
1) LCFF Sources	8010-8099	30,122,280.00	30,012,976.00	27,918,309.62	30,012,976.00	0.00	0.0%
2) Federal Revenue	8100-8299	2,400.00	771,505.00	968,687.84	771,505.00	0.00	0.0%
3) Other State Revenue	8300-8599	1,619,416.00	1,678,806.00	1,049,706.84	1,678,806.00	0.00	0.0%
4) Other Local Revenue	8600-8799	15,003,139.00	16,065,014.00	7,267,590.55	16,065,014.00	0.00	0.0%
5) TOTAL, REVENUES		46,747,235.00	48,528,301.00	37,204,294.85	48,528,301.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	9,827,836.00	9,430,700.00	5,099,707.17	9,430,700.00	0.00	0.0%
2) Classified Salaries	2000-2999	14,316,641.00	14,162,017.00	8,021,110.05	14,162,017.00	0.00	0.0%
3) Employee Benefits	3000-3999	8,803,828.00	8,451,209.00	4,654,136.08	8,451,209.00	0.00	0.0%
4) Books and Supplies	4000-4999	1,205,525.00	1,364,721.00	619,260.88	1,364,721.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999	7,015,013.00	6,557,969.00	3,270,026.29	6,557,969.00	0.00	0.0%
6) Capital Outlay	6000-6999	515,700.00	1,042,347.00	440,839.10	1,042,347.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499	636,404.00	315,600.00	0.00	315,600.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399	(4,500,851.00)	(4,853,164.00)	(65,641.96)	(4,853,164.00)	0.00	0.0%
9) TOTAL, EXPENDITURES		37,820,096.00	36,471,399.00	22,039,437.61	36,471,399.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)		8,927,139.00	12,056,902.00	15,164,857.24	12,056,902.00		
D. OTHER FINANCING SOURCES/USES							
Interfund Transfers a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	83,251.00	86,331.00	3,097.70	86,331.00	0.00	0.0%
Other Sources/Uses a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999	(3,259,065.00)	(3,568,736.00)	(1,467,461.35)	(3,568,736.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		(3,342,316.00)	(3,655,067.00)	(1,470,559.05)	(3,655,067.00)		

2019-20 Second Interim County School Service Fund Unrestricted (Resources 0000-1999) Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND			(.,)	(=)	(0)	(=)	(=/	ν. /
BALANCE (C + D4)			5,584,823.00	8,401,835.00	13,694,298.19	8,401,835.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	67,064,205.05	67,064,205.05		67,064,205.05	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			67,064,205.05	67,064,205.05		67,064,205.05		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			67,064,205.05	67,064,205.05		67,064,205.05		
2) Ending Balance, June 30 (E + F1e)			72,649,028.05	75,466,040.05		75,466,040.05		
Components of Ending Fund Balance								
a) Nonspendable Revolving Cash		9711	30,000.00	30,000.00		30,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments		9780	34,360,963.46	37,042,774.46		37,042,774.46		
Accountability & Assessment	0000	9780	199,748.64	, ,		, ,		
Adult Re-Entry Programs	0000	9780	588,255.84					
After School - Local	0000	9780	64,341.75					
AVID - Local	0000	9780	126,067.41					
CAASPP	0000	9780	150,311.62					
C & I Local - English-Language Arts	0000	9780	4,700,910.68					
C & I Local - Math/Science	0000	9780	1,109,712.17					
CA Student Opportnty & Access Prog	0000	9780	179,765.76					
Career Tech Ed Incentive - Local	0000	9780	34,347.84					
Career Technical Education	0000	9780	2,517,558.38					
Civics Engagement Projects	0000	9780	30,822.58					
Claim Administration-Unemploymnt	0000	9780	48,768.37					
CNTS/Telephones	0000	9780	620,251.53					
Community Schools	0000	9780	490,959.59					
Community Schools CARE	0000	9780	616,210.77					
Deferred Maintenance	0000	9780	850,092.24					
English Language Prof Devlp	0000	9780	69,837.69					
Foster Youth Services - Local	0000	9780	499,669.49					
Gerber Communty Sch Construction	0000	9780	10,000,000.00					
Health & Welfare Pool	0000	9780	2,392,347.40					
Information Services	0000	9780	490,528.89					
Instructional Support Services	0000	9780	1,263,114.32					
Internet & Media Services	0000	9780	582,458.64					
Juvenile Court Schools	0000	9780	281,237.20					
K-12 Coaching	0000	9780	94,300.78					
MAA-SpEd/EarlyLrng/ProjTeach/Prev	0000	9780	158,092.74					
Misc. Unrestricted	0000	9780	46,496.77					
PrevLocal/FNL/CL/ProjSAVE Local	0000	9780	23,059.18					
Planning & Improvement - Local	0000	9780	137,134.52					

2019-20 Second Interim County School Service Fund Unrestricted (Resources 0000-1999) Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
School of Education - Leadership	0000	9780	702,123.31					
School of Education - Teaching	0000	9780	1,594,189.91					
Science - Local	0000	9780	123,176.38					
SCOE Arts Program	0000	9780	29,317.48					
Sly Park	0000	9780	281,343.09					
System of Support	0000	9780	3,018,009.44					
Technology Svcs Local/Video Prod	0000	9780	205,078.98					
Williams-Related Oversight	0000	9780	41,322.08					
Accountability & Assessment	0000	9780		507,071.64				
Adult Re-Entry Programs	0000	9780		667,929.84				
After School - Local	0000	9780		59,174.75				
AVID - Local	0000	9780		262,010.41				
CAASPP	0000	9780		1,149.62				
C & I Local - English-Language Arts	0000	9780		5,310,169.68				
C & I Local - Math/Science	0000	9780		1,405,366.17				
CA Student Opportnty & Access Prog	0000	9780		160,255.76				
Career Tech Ed Incentive - Local	0000	9780		57,356.84				
Career Technical Education	0000	9780		3,102,189.38				
Civics Engagement Projects	0000	9780		77,147.58				
Claim Administration-Unemploymnt	0000	9780		47,786.37				
CNTS/Telephones	0000	9780		605,844.53				
Community Schools	0000	9780		883,008.59				
Community Schools CARE	0000	9780		493,775.77				
Deferred Maintenance	0000	9780		206,745.24				
English Language Prof Devlp	0000	9780		196,740.69				
Foster Youth Services - Local	0000	9780		621,223.49				
Gerber Communty Sch Construction	0000	9780		10,000,000.00				
Health & Welfare Pool	0000	9780		2,350,825.40				
Information Services	0000	9780		508,803.89				
Instructional Support Services	0000	9780		1,272,663.32				
Internet & Media Services	0000	9780		559,917.64				
Juvenile Court Schools	0000	9780		296,593.20				
K-12 Coaching	0000	9780		94,300.78				
MAA-SpEd/EarlyLrng/ProjTeach/Prev		9780		719,220.74				
Misc. Unrestricted	0000	9780		46,483.77				
PrevLocal/FNL/CL/ProjSAVE Local	0000	9780		69,045.18				
Planning & Improvement - Local	0000	9780		154,055.52				
School of Education - Leadership	0000	9780		788,050.31				
School of Education - Teaching	0000	9780		1,677,049.91				
Science - Local	0000	9780		142,013.38				
SCOE Arts Program	0000	9780		27,789.48				
Sly Park	0000	9780		348,043.09				
System of Support	0000	9780		3,141,681.44				
Technology Svcs Local/Video Prod	0000	9780		140,719.98				
Williams-Related Oversight	0000	9780		40,571.08				
Other Assignments	0000	9780		-,		37,042,774.46		
e) Unassigned/Unappropriated	0000	5.50						
Reserve for Economic Uncertainties		9789	2,065,000.00	2,065,000.00		2,065,000.00		
Unassigned/Unappropriated Amount		9790	36,193,064.59			36,328,265.59		

2019-20 Second Interim County School Service Fund Restricted (Resources 2000-9999) Revenue, Expenditures, and Changes in Fund Balance

Description Res	Object ource Codes Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES							
1) LCFF Sources	8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue	8100-8299	7,287,094.00	10,900,224.00	4,332,514.17	10,900,224.00	0.00	0.0%
3) Other State Revenue	8300-8599	20,425,772.00	22,488,988.00	5,890,102.84	22,488,988.00	0.00	0.0%
4) Other Local Revenue	8600-8799	23,298,404.00	26,440,195.00	1,956,434.34	26,440,195.00	0.00	0.0%
5) TOTAL, REVENUES		51,011,270.00	59,829,407.00	12,179,051.35	59,829,407.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	12,408,465.00	12,842,158.00	7,086,982.03	12,842,158.00	0.00	0.0%
2) Classified Salaries	2000-2999	14,026,430.00	14,368,340.00	7,712,255.13	14,368,340.00	0.00	0.0%
3) Employee Benefits	3000-3999	11,348,088.00	11,442,312.00	5,279,265.14	11,442,312.00	0.00	0.0%
4) Books and Supplies	4000-4999	950,400.00	1,388,358.00	517,971.00	1,388,358.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999	10,783,527.00	16,813,721.00	6,355,653.60	16,813,721.00	0.00	0.0%
6) Capital Outlay	6000-6999	8,969.00	99,027.00	0.00	99,027.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499	497,500.00	1,015,365.00	12,865.27	1,015,365.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399	3,846,642.00	4,188,042.00	63,167.52	4,188,042.00	0.00	0.0%
9) TOTAL, EXPENDITURES		53,870,021.00	62,157,323.00	27,028,159.69	62,157,323.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)		(2,858,751.00)	(2,327,916.00)	(14,849,108.34)	(2,327,916.00)		
D. OTHER FINANCING SOURCES/USES							
Interfund Transfers a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources/Uses a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999	3,259,065.00	3,568,736.00	1,467,461.35	3,568,736.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		3,259,065.00	3,568,736.00	1,467,461.35	3,568,736.00		

2019-20 Second Interim County School Service Fund Restricted (Resources 2000-9999) Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			400,314.00	1,240,820.00	(13,381,646.99)	1,240,820.00		
F. FUND BALANCE, RESERVES								
Beginning Fund Balance As of July 1 - Unaudited		9791	8,184,668.93	8,184,668.93		8,184,668.93	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,184,668.93	8,184,668.93		8,184,668.93		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,184,668.93	8,184,668.93		8,184,668.93		
2) Ending Balance, June 30 (E + F1e)			8,584,982.93	9,425,488.93		9,425,488.93		
Components of Ending Fund Balance a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	8,584,982.93	9,425,488.93		9,425,488.93		
c) Committed Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2) Federal Revenue 810-8299 192.798.00 287.285.00 48.82.00 267.285.00 0.0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	Description	Resource Codes Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
2) Foderal Revenue	A. REVENUES							
3) Other State Revenue 8300-8599 4,742.523.00 4,895,769.00 483,544.00 4,896,769.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00	1) LCFF Sources	8010-8099	17,821,441.00	18,616,166.00	0.00	18,616,166.00	0.00	0.0%
4) Other Local Revenue 8600-8799	2) Federal Revenue	8100-8299	192,798.00	267,265.00	44,882.00	267,265.00	0.00	0.0%
STOTAL REVENUES 22.756.762.00 23.580.191.00 544.565.00 23.580.191.00	3) Other State Revenue	8300-8599	4,742,523.00	4,696,760.00	483,544.00	4,696,760.00	0.00	0.0%
B. EXPENDITURES 1) Certificated Salaries 1000-1999 0.00 0.00 0.00 0.00 0.00 0.00 0.00	4) Other Local Revenue	8600-8799	0.00	0.00	16,139.00	0.00	0.00	0.0%
1) Certificated Salaries 1000-1999 0.00 0.00 0.00 0.00 0.00 0.00 0.00	5) TOTAL, REVENUES		22,756,762.00	23,580,191.00	544,565.00	23,580,191.00		
2) Classified Salaries 2000-2999 0.00 0.00 0.00 0.00 0.00 0.00 0.00	B. EXPENDITURES							
3) Employee Benefits 3000-3999 0,00 0,00 0,00 0,00 0,00 0,00 0,00	1) Certificated Salaries	1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies 4000-4999 0.00 0.00 0.00 0.00 0.00 0.00 0.00	2) Classified Salaries	2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures 5000-5999 0.00 0.00 0.00 0.00 0.00 0.00 0.00	3) Employee Benefits	3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay 6000-6999 0.00 0.00 0.00 0.00 0.00 0.00 0.00	4) Books and Supplies	4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs) 7400-7499 22,756,762.00 23,580,191.00 1,006,913.00 23,580,191.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	5) Services and Other Operating Expenditures	5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
Costs T400-7499 22,756,762.00 23,580,191.00 1,006,913.00 23,580,191.00 0	6) Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES 22,756,762.00 23,580,191.00 1,006,913.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 23,580,191.00 20,00 2			22,756,762.00	23,580,191.00	1,006,913.00	23,580,191.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) D. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers Out 7600-7629 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	8) Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
OVER EXPENDITURE'S BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) 0.00 0.00 (462,348.00) 0.00 D. OTHER FINANCING SOURCES/USES 0.00	9) TOTAL, EXPENDITURES		22,756,762.00	23,580,191.00	1,006,913.00	23,580,191.00		
1) Interfund Transfers a) Transfers In b) Transfers Out 7600-7629 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	OVER EXPENDITURES BEFORE OTHER		0.00	0.00	(462,348.00)	0.00		
a) Transfers In 8900-8929 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	D. OTHER FINANCING SOURCES/USES							
2) Other Sources/Uses a) Sources 8930-8979 0.00 0.00 0.00 0.00 0.00 0.00 b) Uses 7630-7699 0.00 0.00 0.00 0.00 0.00 0.00	*	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
a) Sources 8930-8979 0.00 0.00 0.00 0.00 0.00 0.00 b) Uses 7630-7699 0.00 0.00 0.00 0.00 0.00 0.00	b) Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses 7630-7699 0.00 0.00 0.00 0.00 0.00 0.00		9020 9070	0.00	0.00	0.00	0.00	0.00	0.0%
3) CONTRIBUTION 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.								0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES 0.00 0.00 0.00	,	8980-8999					0.00	0.0%

Description	Resource Codes Object Code	Original Budget s (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0.00	0.00	(462,348.00)	0.00		
F. FUND BALANCE, RESERVES							
Beginning Fund Balance As of July 1 - Unaudited	9791	1,876,048.02	1,876,048.02		1,876,048.02	0.00	0.0%
b) Audit Adjustments	9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)		1,876,048.02	1,876,048.02		1,876,048.02		
d) Other Restatements	9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		1,876,048.02	1,876,048.02		1,876,048.02		
2) Ending Balance, June 30 (E + F1e)		1,876,048.02	1,876,048.02		1,876,048.02		
Components of Ending Fund Balance a) Nonspendable							
Revolving Cash	9711	0.00	0.00		0.00		
Stores	9712	0.00	0.00		0.00		
Prepaid Items	9713	0.00	0.00		0.00		
All Others	9719	0.00	0.00		0.00		
b) Restricted c) Committed	9740	1,876,048.02	1,876,048.02		1,876,048.02		
Stabilization Arrangements	9750	0.00	0.00		0.00		
Other Commitments d) Assigned	9760	0.00	0.00		0.00		
Other Assignments	9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated Reserve for Economic Uncertainties	9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount	9790	0.00	0.00		0.00		

Description	Resource Codes Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES							
1) LCFF Sources	8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue	8100-8299	2,775,748.00	2,841,992.00	597,626.34	2,841,992.00	0.00	0.0%
3) Other State Revenue	8300-8599	12,890,960.00	12,828,223.00	6,142,224.17	12,828,223.00	0.00	0.0%
4) Other Local Revenue	8600-8799	165,750.00	165,895.00	149,669.16	165,895.00	0.00	0.0%
5) TOTAL, REVENUES		15,832,458.00	15,836,110.00	6,889,519.67	15,836,110.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	996,591.00	988,170.00	507,903.79	988,170.00	0.00	0.0%
2) Classified Salaries	2000-2999	1,514,228.00	1,431,619.00	797,967.26	1,431,619.00	0.00	0.0%
3) Employee Benefits	3000-3999	896,600.00	841,721.00	422,438.09	841,721.00	0.00	0.0%
4) Books and Supplies	4000-4999	48,300.00	52,701.00	17,760.38	52,701.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999	816,452.00	1,006,853.00	667,300.08	1,006,853.00	0.00	0.0%
6) Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	11,514,131.00	11,526,163.00	5,763,073.00	11,526,163.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399	301,922.00	300,835.00	0.00	300,835.00	0.00	0.0%
9) TOTAL, EXPENDITURES		16,088,224.00	16,148,062.00	8,176,442.60	16,148,062.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)		(255,766.00)	(311,952.00)	(1,286,922.93)	(311,952.00)		
D. OTHER FINANCING SOURCES/USES		(200,700.00)	(011,002.00)	(1,200,322.30)	(011,302.00)		
Interfund Transfers a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources/Uses a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(255,766.00)	(311,952.00)	(1,286,922.93)	(311,952.00)		
F. FUND BALANCE, RESERVES								
Beginning Fund Balance As of July 1 - Unaudited		9791	556,550.38	556,550.38		556,550.38	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			556,550.38	556,550.38		556,550.38		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			556,550.38	556,550.38		556,550.38		
2) Ending Balance, June 30 (E + F1e)			300,784.38	244,598.38		244,598.38		
Components of Ending Fund Balance a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted c) Committed		9740	124,367.88	63,776.88		63,776.88		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments		9780	176,416.50	180,821.50	•	180,821.50		
Adult Education Fund Reserves	0000	9780	176,416.50					
Adult Education Fund Reserves	0000	9780		180,821.50				
Adult Education Fund Reserves	0000	9780				180,821.50		
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	5,468,643.00	5,361,304.00	1,510,626.52	5,361,304.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,673,785.00	4,077,898.00	1,609,451.76	4,077,898.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,154,757.00	1,171,026.00	188,722.51	1,171,026.00	0.00	0.0%
5) TOTAL, REVENUES			10,297,185.00	10,610,228.00	3,308,800.79	10,610,228.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	506,413.00	548,268.00	265,175.08	548,268.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,104,017.00	2,101,321.00	1,151,860.26	2,101,321.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,014,311.00	992,040.00	497,154.64	992,040.00	0.00	0.0%
4) Books and Supplies		4000-4999	67,951.00	129,329.00	31,464.72	129,329.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	6,335,457.00	6,561,068.00	1,495,536.34	6,561,068.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	352,287.00	364,287.00	2,474.44	364,287.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,380,436.00	10,696,313.00	3,443,665.48	10,696,313.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(83,251.00)	(86,085.00)	(134,864.69)	(86,085.00)		
D. OTHER FINANCING SOURCES/USES			(63,251.00)	(60,065.00)	(134,004.09)	(86,065.00)		
Interfund Transfers a) Transfers In		8900-8929	83,251.00	86,331.00	3,097.70	86,331.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			83,251.00	86,331.00	3,097.70	86,331.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	246.00	(131.766.99)	246.00		
F. FUND BALANCE, RESERVES					, , , , , , , , , , , ,			
Beginning Fund Balance As of July 1 - Unaudited		9791	8,002.00	8,002.00		8,002.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,002.00	8,002.00		8,002.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,002.00	8,002.00		8,002.00		
2) Ending Balance, June 30 (E + F1e)			8,002.00	8,248.00		8,248.00		
Components of Ending Fund Balance a) Nonspendable Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
·								
All Others		9719	0.00	0.00		0.00		
b) Restricted c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments		9780	8,002.00	8,248.00		8,248.00		
Child Development Fund Reserves	0000	9780	8,002.00					
Child Development Fund Reserves	0000	9780		8,248.00				
Child Development Fund Reserves	0000	9780				8,248.00		
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes Object Code	Original Budget s (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES							
1) LCFF Sources	8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue	8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue	8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue	8600-8799	6,433.00	16,000.00	3,809.00	16,000.00	0.00	0.0%
5) TOTAL, REVENUES		6,433.00	16,000.00	3,809.00	16,000.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Salaries	2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits	3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies	4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect	7100-7299,	0.00	0.00	0.00	0.00	0.00	0.004
Costs)	7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES		0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER							
FINANCING SOURCES AND USES (A5 - B9)		6,433.00	16,000.00	3,809.00	16,000.00		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers	00						0.551
a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources/Uses a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES	333 0000	0.00	0.00	0.00	0.00	3.00	-0.070

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,433.00	16,000.00	3,809.00	16,000.00		
F. FUND BALANCE, RESERVES			·					
Beginning Fund Balance As of July 1 - Unaudited		9791	734,129.31	734,129.31		734,129.31	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			734,129.31	734,129.31		734,129.31		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			734,129.31	734,129.31		734,129.31		
2) Ending Balance, June 30 (E + F1e)			740,562.31	750,129.31		750,129.31		
Components of Ending Fund Balance a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments		9780	740,562.31	750,129.31		750,129.31		
Reserve for Workers Compensation	0000	9780	740,562.31					
Reserve for Workers Compensation	0000	9780		750,129.31				
Reserve for Workers Compensation	0000	9780				750,129.31		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,600.00	3,800.00	902.00	3,800.00	0.00	0.0%
5) TOTAL, REVENUES			1,600.00	3,800.00	902.00	3,800.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER								
FINANCING SOURCES AND USES (A5 - B9)			1,600.00	3,800.00	902.00	3,800.00		
D. OTHER FINANCING SOURCES/USES								
Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,600.00	3,800.00	902.00	3,800.00		
F. FUND BALANCE, RESERVES								
Beginning Fund Balance As of July 1 - Unaudited		9791	173,851.03	173,851.03		173,851.03	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			173,851.03	173,851.03		173,851.03		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			173,851.03	173,851.03		173,851.03		
2) Ending Balance, June 30 (E + F1e)			175,451.03	177,651.03		177,651.03		
Components of Ending Fund Balance a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments		9780	175,451.03	177,651.03	•	177,651.03		
Other Assignments	0000	9780	175,451.03					
Other Assignments	0000	9780		177,651.03				
Other Assignments	0000	9780				177,651.03		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES							
1) LCFF Sources	8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue	8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue	8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue	8600-8799	135,405.00	135,405.00	122,625.23	135,405.00	0.00	0.0%
5) TOTAL, REVENUES		135,405.00	135,405.00	122,625.23	135,405.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries	2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits	3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies	4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect	7100-7299, 7400-7499	90,825.00	375,825.00	375,825.00	375,825.00	0.00	0.0%
Costs)							
8) Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES		90,825.00	375,825.00	375,825.00	375,825.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER							
FINANCING SOURCES AND USES (A5 - B9)		44,580.00	(240,420.00)	(253,199.77)	(240,420.00)		
D. OTHER FINANCING SOURCES/USES							
Interfund Transfers a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			44,580.00	(240,420.00)	(253,199.77)	(240,420.00)		
F. FUND BALANCE, RESERVES								
Beginning Fund Balance As of July 1 - Unaudited		9791	471,404.40	471,404.40		471,404.40	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			471,404.40	471,404.40		471,404.40		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			471,404.40	471,404.40		471,404.40		
2) Ending Balance, June 30 (E + F1e)			515,984.40	230,984.40		230,984.40		
Components of Ending Fund Balance a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance c) Committed		9740	515,984.40	230,984.40		230,984.40		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments e) Unassigned/Unappropriated		9780	0.00	0.00		0.00		
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES							
1) LCFF Sources	8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue	8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
Other State Revenue	8300-8599	1,020,000.00	1,098,111.00	0.00	1,098,111.00	0.00	0.0%
Other Local Revenue	8600-8799	0.00	(111.00)	(6,184.00)	(111.00)	0.00	0.0%
5) TOTAL, REVENUES	0000-0133	1,020,000.00	1,098,000.00	(6,184.00)	1,098,000.00	0.00	0.078
B. EXPENDITURES		1,020,000.00	1,098,000.00	(0,164.00)	1,098,000.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries	2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits	3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies	4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay	6000-6999	1,020,000.00	1,098,000.00	315,264.51	1,098,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect	7100-7299,						
Costs)	7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES		1,020,000.00	1,098,000.00	315,264.51	1,098,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER							
FINANCING SOURCES AND USES (A5 - B9)		0.00	0.00	(321,448.51)	0.00		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources/Uses a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES	2222 3000	0.00	0.00	0.00	0.00	2,00	2.270

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(321,448.51)	0.00		
F. FUND BALANCE, RESERVES								
Beginning Fund Balance As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments d) Assigned		9760	0.00	0.00		0.00		
Other Assignments e) Unassigned/Unappropriated		9780	0.00	0.00		0.00		
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected County Operations Grant average daily attendance (ADA) has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since first interim projections. Projected ADA for county operated programs has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since first interim projections.

County Office ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the County Office's ADA Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise enter data into the first column for all fiscal years. If Form MYPI exists, County Operations Grant ADA will be extracted for the two subsequent years; otherwise enter this data. Second Interim Projected Year Totals data for Current Year are extracted; enter data for the remaining two subsequent years into the second column.

First Interim Second Interim Projected Year Totals Projected Year Totals

Program / Fiscal Year (Form 01CSI, Item 1A) (Form MYPI) Percent Change Status

Estimated Funded ADA

County and Charter School Alternative Education Grant ADA (Form AI, Lines B1d and C2d)

Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

241.72	196.20	-18.8%	Not Met
241.72	196.20	-18.8%	Not Met
241.72	196.20	-18.8%	Not Met

District Funded County Program ADA (Form AI, Line B2g)

Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

672.61	696.19	3.5%	Not Met
672.61	696.19	3.5%	Not Met
672.61	696.19	3.5%	Not Met

County Operations Grant ADA (Form AI, Line B5)

Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

232,847.40	232,847.40	0.0%	Met
232,847.40	232,847.40	0.0%	Met
232,847.40	232,847.40	0.0%	Met

Charter School ADA and Charter School Funded County Program ADA (Form AI, Lines C1 and C3f)

Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

0.00	0.00	0.0%	Met
0.00	0.00	0.0%	Met
0.00	0.00	0.0%	Met

1B. Comparison of County Office ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ADA for County Operations Grant or county operated programs has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:

(required if NOT met)

County Alternative Education Grant ADA: a decrease of 45.52 ADA in the Community Schools program due to less students on probation. District Funded County Program ADA: an increase of 37.92 enrolled in the Gerber, Hickey and North Area Senior Extension programs, increase of 10 enrolled at Community School satellite programs in the Natomas/Galt areas, decrease of 13 enrolled at CARE sites and a decrease of 11.34 ADA in the Special Day Class/Extended Year Special Education programs.

2. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue, for any of the current fiscal year or two subsequent fiscal years, has not changed by more than two percent since first interim projections.

County Office LCFF Revenue Standard Percentage Range:

-2.0% to +2.0%

2A. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

LCFF Revenue

(Fund 01, Objects 8011, 8012, 8020-8089)

First Interim

Second Interim

Fiscal Year	(Form 01CSI, Item 2A)	Projected Year Totals	Percent Change	Status
Current Year (2019-20)	49,117,670.00	48,629,142.00	-1.0%	Met
1st Subsequent Year (2020-21)	49,117,670.00	48,629,142.00	-1.0%	Met
2nd Subsequent Year (2021-22)	49,117,670.00	48,629,142.00	-1.0%	Met

2B. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a.	STANDARD MET -	LCFF re	evenue has no	t changed sind	ce first interim	n projections	by more	than two percent	for the current	year and two	subsequent fiscal	years.

Explanation: required if NOT met)

3. CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the current fiscal year or two subsequent fiscal years has not changed by more than five percent since first interim projections.

County Office Salaries and Benefits Standard Percentage Range: -5.0% to +5.0%

3A. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted. If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; otherwise, enter this data.

Salaries and Benefits

Second Interim
Projected Year Totals

First Interim Projected Year Totals (Form 01I, Objects 1000-3999) (Form 01I, Objects 1000-3999)

Fiscal Year	(Form 01CSI, Item 3A)	(Form MYPI, Lines B1-B3)	Percent Change	Status
Current Year (2019-20)	71,240,051.00	70,696,736.00	-0.8%	Met
1st Subsequent Year (2020-21)	74,274,716.36	73,146,920.00	-1.5%	Met
2nd Subsequent Year (2021-22)	76,715,276.00	75,581,922.00	-1.5%	Met

3B. Comparison of County Office Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Total salaries and benefits have not changed since first interim by more than the standard for the current fiscal year and two subsequent fiscal years.

planation:
equired if NOT met)

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating) for any of the current fiscal year or two subsequent fiscal years have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

County Office's Other Revenues and Expenditures Standard Percentage Range:

-5.0% to +5.0%

County Office's Other Revenues and Expenditures Explanation Percentage Range:
-5.0% to +5.0%

4A. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Dbject Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 4A)	Second interim Projected Year Totals (Fund 01/Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Obje	ects 8100-8299) (MYPI, Line A2)			
Current Year (2019-20)	10,788,152.00	11,671,729.00	8.2%	Yes
st Subsequent Year (2020-21)	10,330,117.00	11,140,529.00	7.8%	Yes
nd Subsequent Year (2021-22)	10,619,332.00	11,425,713.00	7.6%	Yes
	II, Private Schools: set up remaining contr bursements, misc. adjustments.	act from 2019 \$370,996 & set up ne	w contract effective 1/1/20 \$478,	838, \$30,000 Medi-Cal
•	Objects <u>8300-8599) (Form MYPI, Line A3</u>			
urrent Year (2019-20)	23,611,369.00	24,167,794.00	2.4%	No
t Subsequent Year (2020-21)	24,319,708.00	24,678,558.00	1.5%	No
d Subsequent Year (2021-22)	25,000,659.00	25,297,434.00	1.2%	No
Explanation: (required if Yes) Other Local Revenue (Fund M.	Objects 8600-8799) (Form MYPI, Line A4	n		
urrent Year (2019-20)	40,693,487.00	42,505,209.00	4.5%	No
st Subsequent Year (2020-21)	41,914,292.00	42,967,128.00	2.5%	No
nd Subsequent Year (2021-22)	43,087,891.00	44,131,537.00	2.4%	No
Explanation: (required if Yes)				

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)

Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

2,558,313.00	2,753,079.00	7.6%	Yes
2,609,479.00	2,810,363.00	7.7%	Yes
2,659,195.00	2,875,958.00	8.2%	Yes

Explanation: (required if Yes)

Miscellaneous supplies budgeted for grants and contracts received or increased after First Interim.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)

Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

22,073,017.00	23,371,690.00	5.9%	Yes
22,501,192.00	23,848,508.00	6.0%	Yes
22,921,952.00	24,361,787.00	6.3%	Yes

Explanation:

(required if Yes)

\$650,726 sub-contractors and services to provide Professional Learning for private school educators due to the increases in the Title II, Private Schools contracts, \$400,001 subagreements for the Strong Workforce ICT grant, \$208,221in sub-contractors and services for CAASPP workshops, other miscellaneous services for new or increased grants and contracts.

ATA ENTRY: All data are extracted or	calculated.			
	First Interim	Second Interim		
bject Range / Fiscal Year	Projected Year Totals	Projected Year Totals	Percent Change	Status
Total Federal Other State an	d Other Local Revenues (Section 4A)			
urrent Year (2019-20)	75,093,008.00	78,344,732.00	4.3%	Met
st Subsequent Year (2020-21)	76,564,117.00	78,786,215.00	2.9%	Met
d Subsequent Year (2021-22)	78,707,882.00	80,854,684.00	2.7%	Met
Total Backs and Supplies on	d Sarvines and Other Operating Evpanditu	res (Section 4A)		
irrent Year (2019-20)	d Services and Other Operating Expenditu 24,631,330.00	26,124,769.00	6.1%	Not Met
t Subsequent Year (2020-21)	25,110,671.00	26,658,871.00	6.2%	Not Met
d Subsequent Year (2021-22)	25,581,147.00	27,237,745.00	6.5%	Not Met
C. Comparison of County Office	Total Operating Revenues and Expendi	tures to the Standard Percenta	ge Range	
	<u> </u>			
TA ENTRY: Evaluations are linked to	rom Section 4A if the status in Section 4B is r	not mot: no ontry is allowed below		
Explanation:				
Federal Revenue (linked from 4A if NOT met) Explanation: Other State Revenue (linked from 4A				
Federal Revenue (linked from 4A if NOT met) Explanation: Other State Revenue (linked from 4A if NOT met)				
Federal Revenue (linked from 4A if NOT met) Explanation: Other State Revenue (linked from 4A				
Federal Revenue (linked from 4A if NOT met) Explanation: Other State Revenue (linked from 4A if NOT met) Explanation: Other Local Revenue (linked from 4A if NOT met) STANDARD NOT MET - Projec subsequent fiscal years. Reaso	ted total operating expenditures have change ns for the projected change, descriptions of th tures within the standard must be entered in \$	e methods and assumptions used in	the projections, and what changes	
Federal Revenue (linked from 4A if NOT met) Explanation: Other State Revenue (linked from 4A if NOT met) Explanation: Other Local Revenue (linked from 4A if NOT met) 1b. STANDARD NOT MET - Project subsequent fiscal years. Reaso the projected operating expendi	ns for the projected change, descriptions of th	e methods and assumptions used in Section 4A above and will also displa	the projections, and what changes y in the explanation box below.	

2019-20 Second Interim County School Service Fund County Office of Education Criteria and Standards Review

34 10348 0000000 Form 01CSI

5. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

	Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)					
NOTE	E: EC Section 17070.75 requires the co expenditures and other financing use		a minimum amount equal to or gr	eater than three percent of the total unre	stricted general fund	
	ENTRY: Enter the Required Minimum cable, and 2. All other data are extracted		not exist. First Interim data that e	xist will be extracted; otherwise, enter Fir	st Interim data into lines 1, if	
		Required Minimum	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150,			
		Contribution	Objects 8900-8999)	Status		
1.	OMMA/RMA Contribution	1,096,732.00	1,230,198.00	Met		
2.	First Interim Contribution (information (Form 01CSI, First Interim, Criterion)	**	1,132,647.00			
f stat	us is not met, enter an X in the box that	best describes why the minimum requ	uired contribution was not made:			
		Not applicable (county office do Other (explanation must be pro		Greene School Facilities Act of 1998)		
	Explanation: (required if NOT met and Other is marked)					

6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6A. Calculating the County Office's Deficit	Spending Standard Percenta	age Levels		
DATA ENTRY: All data are extracted or calculated	d.			
		Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
County Office's Available Reserves Percentage (Criterion 8B, Line 9)		38.9%	43.8%	47.6%
	cit Standard Percentage Levels evailable reserves percentage):	13.0%	14.6%	15.9%
6B. Calculating the County Office's Specia	I Education Pass-through Ex	clusions (only for county off	ices that serve as the AU of a SELF	'A]
DATA ENTRY: For SELPA AUs, if Form MYPI exicenter data for item 2a and for the two subsequent			If not, click the appropriate Yes or No bu	itton for item 1 and, if Yes,
For county offices that serve as the AU of a SELP Do you choose to exclude pass-through frequency calculations for deficit spending and reset If you are the SELPA AU and are excluding a. Enter the name(s) of the SELPA(s):	unds distributed to SELPA memb rves? ng special education pass-throug	pers from the	Yes	
		Current Year Projected Year Totals (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
 Special Education Pass-through Fund (Fund 10, resources 3300-3499 and 6 objects 7211-7213 and 7221-7223) 		23,580,191.00	23,580,191.00	23,580,191.00
6C. Calculating the County Office's Deficit	Spending Percentages			
DATA ENTRY: Current Year data are extracted. If second columns.	f Form MYPI exists, data for the t	wo subsequent years will be extra	cted; if not, enter data for the two subseq	uent years into the first and
	Projected '	Year Totals		
	Net Change in	Total Unrestricted Expenditures		
	Unrestricted Fund Balance	and Other Financing Uses	Deficit Spending Level	
Fiscal Year	(Form 01I, Section E) (Form MYPI, Line C)	(Form 01I, Objects 1000-7999) (Form MYPI, Line B11)	(If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Current Year (2019-20)	8,401,835.00	36,557,730.00	N/A	Met
1st Subsequent Year (2020-21)	7,018,504.00	37,576,388.00	N/A	Met
2nd Subsequent Year (2021-22)	6,392,542.00	38,694,218.00	N/A	Met
6D. Comparison of County Office Deficit Sp	pending to the Standard			
DATA ENTRY: Enter an explanation if the standar	rd is not met.			
1a. STANDARD MET - Unrestricted deficit sp	pending, if any, has not exceeded	the standard percentage level in a	any of the current year or two subsequen	t fiscal years.
Explanation: (required if NOT met)				

7. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected county school service fund balances will be positive at the end of the current fiscal year and two subsequent fiscal years.

7A-1. Determining if the County Office's County School Service Fund Ending Balance is Positive DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years. **Ending Fund Balance** County School Service Fund Projected Year Totals (Form 01I, Line F2)/(Form MYPI, Line D2) Fiscal Year Status Current Year (2019-20) 84,891,528.98 Met 1st Subsequent Year (2020-21) 92,697,028.98 Met 2nd Subsequent Year (2021-22) 99,633,324.98 Met 7A-2. Comparison of the County Office's Ending Fund Balance to the Standard DATA ENTRY: Enter an explanation if the standard is not met. 1a. STANDARD MET - Projected county school service fund ending balance is positive for the current fiscal year and two subsequent fiscal years. **Explanation:** (required if NOT met) B. CASH BALANCE STANDARD: Projected county school service fund cash balance will be positive at the end of the current fiscal year. 7B-1. Determining if the County Office's Ending Cash Balance is Positive DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below. **Ending Cash Balance** County School Service Fund Fiscal Year (Form CASH, Line F, June Column) Status Current Year (2019-20) 83,068,064.40 Met 7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

|--|

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³			
5% or \$69,000 (greater of)	0	to	\$6,118,999	
4% or \$306,000 (greater of)	\$6,119,000	to	\$15,295,999	
3% or \$612,000 (greater of)	\$15,296,000	to	\$68,834,000	
2% or \$2,065,000 (greater of)	\$68,834,001	and	over	

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (EC Section 2574), rounded to the nearest thousand.

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 6B2b) if Criterion 6B, Line 1 is No:		100,993,691	103.931.364
(Chienon obzb) ii Chienon ob, Line i is No. [96,715,055	100,993,691	103,931,364
County Office's Reserve Standard Percentage Level:	2%	2%	2%

 $^{^2}$ A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data are extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

1.	Expenditures and Other Financing Uses
	(Form 01I, objects 1000-7999) (Form MYPI, Line B11)

- 2. Plus: Special Education Pass-through
- (Criterion 6B, Line 2b if Criterion 6B, Line 1 is No)
- 3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)
- 4. Reserve Standard Percentage Level
- Reserve Standard by Percent (Line A3 times Line A4)
- 6. Reserve Standard by Amount (From percentage level chart above)
- County Office's Reserve Standard (Greater of Line A5 or Line A6)

Current \	⁄ear			
Projected Yea	ar Totals	1st Subsequent Year	2nd Subsequent Year	
(2019-2	20)	(2020-21)	(2021-22)	
98	3,715,053.00	100,993,691.00	103,931,364.00	
	ľ			
98	3,715,053.00	100,993,691.00	103,931,364.00	
2%		2%	2%	
	1,974,301.06	2,019,873.82	2,078,627.28	
2	2,065,000.00	2,065,000.00	2,065,000.00	
	2,065,000.00	2,065,000.00	2,078,627.28	

8B. Calculating the County Office's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserv	ve Amounts	Projected Year Totals	1st Subsequent Year	2nd Subsequent Year
(Unrestricted resources 0000-1999 except line 4)		(2019-20)	(2020-21)	(2021-22)
1.	County School Service Fund - Stabilization Arrangements	Ì	· ·	
	(Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2.	County School Service Fund - Reserve for Economic			
	Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	2,065,000.00	2,065,000.00	2,078,628.00
3.	County School Service Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYPI, Line E1c)	36,328,265.59	42,142,695.59	47,378,973.59
4.	County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements		5.55	
	(Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties			
	(Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount			
	(Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8.	County Office's Available Reserve Amount			
	(Lines B1 thru B7)	38,393,265.59	44,207,695.59	49,457,601.59
9.	County Office's Available Reserve Percentage (Information only)			
	(Line 8 divided by Section 8A, Line 3)	38.89%	43.77%	47.59%
	County Office's Reserve Standard			
	(Section 8A, Line 7):	2,065,000.00	2,065,000.00	2,078,627.28

Current Year

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Status:

lanation:
required if NOT met)

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SUPI	PLEMENTAL INFORMATION					
ATA E	ATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.					
S1.	Contingent Liabilities					
1a.	Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget? No					
1b.	If Yes, identify the liabilities and how they may impact the budget:					
S2.	Use of One-time Revenues for Ongoing Expenditures					
1a.	Does your county office have ongoing county school service fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent? No					
1b.	If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:					
S3.	Temporary Interfund Borrowings					
1a.	Does your county office have projected temporary borrowings between funds? (Refer to Education Code Section 42603) Yes					
1b.	If Yes, identify the interfund borrowings:					
	Temporary Interfund Borrowing from the County School Service Fund to the County School Facilities Fund for Gerber Community School project.					
S4.	Contingent Revenues					
1a.	Does your county office have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? No					
1b.	If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:					

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Status

S5. Contributions

Description / Fiscal Year

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the county school service fund budget.

First Interim

(Form 01CSI, Item S5A)

-5.0% to +5.0%
County Office's Contributions and Transfers Standard: or -\$20,000 to +\$20,000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the Second Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Second Interim

Projected Year Totals

Percent

Change

Amount of Change

1a. Contributions, Unrestricted County School (Fund 01, Resources 0000-1999, Object 898					
Current Year (2019-20)	(3,452,306.00)	(3,568,736.00)	3.4%	116,430.00	Met
1st Subsequent Year (2020-21)	(3,452,300.00)	(3,568,736.00)	3.4%	116,436.00	Met
2nd Subsequent Year (2021-22)	(3,452,300.00)	(3,568,736.00)	3.4%	116,436.00	Met
1b. Transfers In, County School Service Fund					
Current Year (2019-20)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2020-21)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2021-22)	0.00	0.00	0.0%	0.00	Met
10 Transfers Out County School Service Eun	*				
1c. Transfers Out, County School Service Fun Current Year (2019-20)	82,188.00	86,331.00	5.0%	4,143.00	Met
Ist Subsequent Year (2020-21)	82,188.00		4.6%		Met
	82,500.00	86,331.00 86,331.00		3,831.00 3,831.00	
2nd Subsequent Year (2021-22)	82,500.00	86,331.00	4.6%	3,831.00	Met
1d. Capital Project Cost Overruns					
Have capital project cost overruns occurred si	ings first intorim projections that may i	impost			
the county school service fund operational but		impact		No	
the county school service fund operational but	uget:		<u> </u>	110	
		pital Projects			
DATA ENTRY: Enter an explanation if Not Met for iten	ns 1a-1c or if Yes for item 1d.	-			
S5B. Status of the County Office's Projected C DATA ENTRY: Enter an explanation if Not Met for item 1a. MET - Projected contributions have not change	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	ars.
DATA ENTRY: Enter an explanation if Not Met for iten	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	ars.
DATA ENTRY: Enter an explanation if Not Met for iten	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	ırs.
DATA ENTRY: Enter an explanation if Not Met for iten	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	ırs.
DATA ENTRY: Enter an explanation if Not Met for iten	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	irs.
DATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	ars.
DATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang Explanation:	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	ars.
PATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang Explanation:	ns 1a-1c or if Yes for item 1d.	-	the current ye	ar and two subsequent fiscal yea	ars.
PATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang Explanation: (required if NOT met)	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			
PATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang Explanation:	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			
DATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang Explanation: (required if NOT met)	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			
DATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang Explanation: (required if NOT met)	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			
DATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not chang Explanation: (required if NOT met) 1b. MET - Projected transfers in have not change	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			
DATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not change Explanation: (required if NOT met) 1b. MET - Projected transfers in have not change Explanation:	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			
DATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not change Explanation: (required if NOT met) 1b. MET - Projected transfers in have not change	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			
ATA ENTRY: Enter an explanation if Not Met for iten 1a. MET - Projected contributions have not change Explanation: (required if NOT met) 1b. MET - Projected transfers in have not change Explanation:	ns 1a-1c or if Yes for item 1d. ged since first interim projections by m	ore than the standard for			

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1c.	MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.				
	Explanation: (required if NOT met)				
1d.	NO - There have been no ca	oital project cost overruns occurring since first interim projections that may impact the county school service fund operational budget.			
	Project Information: (required if YES)				

S6. Long-term Commitments

Total Annual Payments:

Has total annual payment increased over prior year (2018-19)?

Identify all existing and new multiyear commitments¹ and their annual required payment for the current year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

	orno, maniyoc	ar dobt agreements, and new prog	jianio oi ooniiaoi	o triat roodit iir io	mig term obligatione.	
S6A. Identification of the Coun	ty Office's L	ong-term Commitments				
DATA ENTRY: If First Interim (Form Extracted data may be overwritten to all other data, as applicable.	01CSI, Item so update long-	S6A) data exist, long-term commit- term commitment data in item 2,	tment data will be as applicable. If r	e extracted and in no First Interim d	t will only be necessary to click the appro data exist, click the appropriate buttons fo	priate button for Item 1b. r items 1a and 1b, and enter
 a. Does your county office have long-term (multiyear) commitments? (If No, skip items 1b and 2 and sections S6B and S6C) 		[Yes			
 b. If Yes to Item 1a, have n since first interim project 		(multiyear) commitments been inc	curred	No		
		and existing multiyear commitmen EB is disclosed in Item S7A.	ts and required a	nnual debt servi	ice amounts. Do not include long-term co	mmitments for postemployment
T 10 "	# of Years		SACS Fund and			Principal Balance
Type of Commitment	Remaining	Funding Sources (Reve		<u>De</u> 01-7439 / 25-74	ebt Service (Expenditures)	as of July 1, 2019
Capital Leases Certificates of Participation General Obligation Bonds Supp Early Retirement Program	8	01-0000 / 25-9010		01-7439 / 25-74	35//439	2,595,000
State School Building Loans						
Compensated Absences						1,246,827
Other Long-term Commitments (do	not include Of	PEB):				
TOTAL:						3,841,827
Type of Commitment (contin	nued):	Prior Year (2018-19) Annual Payment (P & I)	Curren (2019 Annual F (P 8	9-20) Payment	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Capital Leases		846,375		375,825	375,850	375,525
Certificates of Participation						
General Obligation Bonds Supp Early Retirement Program						
State School Building Loans						
Compensated Absences						
Other Long-term Commitments (con	tinued):					
	unded).					

No

375,825

375,850

No

375,525

No

846,375

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S6B. Comparison of the County Office's Annual Payments to Prior Year Annual Paymen
DATA ENTRY: Enter an explanation if Yes.
1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.
Explanation: (required if Yes to increase in total annual payments)
S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments
DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.
1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?
No
2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.
Explanation: (Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1.	 Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4) 	Yes
	b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?	
		Yes
	c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?	V.

2. OPEB Liabilities

- a. Total OPEB liability
- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 2a minus Line 2b)
- d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the date of the OPEB valuation

First Interim	
(Form 01CSI, Item S7A)	Second Interim
57,359,093.00	57,359,093.00
53,595,561.48	56,596,112.48
3,763,531.52	762,980.52
Actuarial	Actuarial
Jul 01, 2019	Jul 01, 2019

3. OPEB Contributions

 a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method Current Year (2019-20)
 1st Subsequent Year (2020-21)
 2nd Subsequent Year (2021-22)

First Interim	
(Form 01CSI, Item S7A)	Second Interim
1,716,904.00	1,716,904.00
1,766,899.00	1,766,899.00
1,818,130.00	1,818,130.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)

(Funds 01-70, objects 3701-3752) Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

2,136,419.00	2,112,676.00
1,925,448.00	1,890,924.00
1,979,360.00	1,942,168.00

Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
 Current Year (2019-20)
 1st Subsequent Year (2020-21)
 2nd Subsequent Year (2021-22)

2,541,221.00	2,541,221.00
2,733,589.00	2,733,589.00
2,853,692.00	2,853,692.00

d. Number of retirees receiving OPEB benefits Current Year (2019-20) 1st Subsequent Year (2020-21)

2nd Subsequent Year (2021-22)

421	431
421	431
421	431

Comments:

3d. Number of retirees receiving OPEB benefits: the 421 reported at First	Interim was a typo, the actual number was 431.

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S7B. Identification of the County Office's Unfunded Liability for Self-insurance Programs

Secor	nd Interim data in items 2-4.		
1.	 a. Does your county office operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 1b-4) 	No	
	b. If Yes to item 1a, have there been changes since	2/2	

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and

If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?	n/a
c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?	
	n/a

2.	Self-Insurance	Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs
- Self-Insurance Contributions
 - a. Required contribution (funding) for self-insurance programs Current Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)
 - b. Amount contributed (funded) for self-insurance programs Current Year (2019-20) 1st Subsequent Year (2020-21)
 - 2nd Subsequent Year (2021-22)

First Interim (Form 01CSI, Item S7B)	Second Interim

Second Interim

Comments:

First Interim (Form 01CSI, Item S7B)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

	or sorioois.						
S8A.	Cost Analysis of County Office's L	_abor Agreements - Certificated (I	Non-manager	nent) Employe	905		
DATA	ENTRY: Click the appropriate Yes or N	o button for "Status of Certificated Labo	or Agreements	as of the Previou	us Reporting F	Period." There are no extra	ctions in this section.
	s of Certificated Labor Agreements as		ſ				
Were	all certificated labor negotiations settled	as of first interim projections?		Yes			
		complete number of FTEs, then skip to	section S8B.		_		
	If No, co	ontinue with section S8A.					
Certifi	icated (Non-management) Salary and	=				0.1	0.101
		Prior Year (2nd Interim) (2018-19)	Curren (2019		151	Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Numb	er of certificated (non-management) full-	, ,	(=+++			(======)	(===: ==)
	quivalent (FTE) positions	138.0		137.0		137.0	137.0
1a.	Have any salary and benefit negotiati	ons been settled since first interim proje	ections?				
	· · · · · · · · · · · · · · · · · · ·	and the corresponding public disclosure					
	have no	ot been filed with the CDE, complete qu	estions 2-4.	n/a			
	If No, co	omplete questions 5 and 6.					
1b.	Are any salary and benefit negotiation	ns still unsettled?					
	If Yes, o	complete questions 5 and 6.		No			
Negot	iations Settled Since First Interim Project	ctions.	_				
2.	Per Government Code Section 3547.	5(a), date of public disclosure board me	eeting:				
3.	Period covered by the agreement:	Begin Date:		Е	nd Date:]
4.	Salary settlement:	_	Curren (2019		1st	Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	Is the cost of salary settlement includ	ed in the interim and multiyear					
	projections (MYPs)?	One Year Agreement					
	Total co	ost of salary settlement					
	% chan	ge in salary schedule from prior year					
		or					
	Total co	Multiyear Agreement ost of salary settlement					
		ge in salary schedule from prior year					
		nter text, such as "Reopener")					
	Identify	the source of funding that will be used	to support mult	year salary com	mitments:		
<u>Negot</u>	iations Not Settled						
5.	Cost of a one percent increase in sala	ary and statutory benefits					
			Curren (2019		1st	Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
6	Amount included for any tentative sale	ary schedule increases	(2310	-/		\/	(===: ==)

2019-20 Second Interim County School Service Fund County Office of Education Criteria and Standards Review

Certifi	icated (Non-management) Health and Welfare (H&W) Benefits	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1.	Are costs of H&W benefit changes included in the interim and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			
	icated (Non-management) Prior Year Settlements Negotiated First Interim Projections			
Are ar settler	ny new costs negotiated since first interim projections for prior year nents included in the interim?			
	If Yes, amount of new costs included in the interim and MYPs If Yes, explain the nature of the new costs:			
~~*ifi	icated (Non-management) Step and Column Adjustments	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
erun	cated (Non-management) Step and Column Adjustments	(2019-20)	(2020-21)	(2021-22)
1.	Are step & column adjustments included in the interim and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			
Certifi	icated (Non-management) Attrition (layoffs and retirements)	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1.	Are savings from attrition included in the interim and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			
ist ot	icated (Non-management) - Other her significant contract changes that have occurred since first interim projection es, etc.):	is and the cost impact of each (change (i.e., class size, hours of emplo	yment, leave of absence,
	-			

S8B. (Cost Analysis of County Office's Lab	or Agreements - Classified (I	Non-managem	ent) Employee	s		
DATA	ENTRY: Click the appropriate Yes or No be	utton for "Status of Classified Labo	or Agreements a	as of the Previous	Reporting	Period." There are no extrac	tions in this section.
			o section S8C.	Yes			
Classi	fied (Non-management) Salary and Bendered	efit Negotiations					
		Prior Year (2nd Interim) (2018-19)		nt Year 9-20)	T	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Numbe position	er of classified (non-management) FTE ns	310.8		309.0		309.0	309.0
1a.		been settled since first interim prothe corresponding public disclosure filed with the CDE, complete of	re documents	n/a			
	If No, comp	elete questions 5 and 6.					
1b.	Are any salary and benefit negotiations s	till unsettled? plete questions 5 and 6.		No			
Negoti 2.	ations Settled Since First Interim Projection Per Government Code Section 3547.5(a)		neeting:]	
3.	Period covered by the agreement:	Begin Date:] E	nd Date:		
4.	Salary settlement:			nt Year 9-20)		1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	Is the cost of salary settlement included i projections (MYPs)?	n the interim and multiyear					
	Total cost of	One Year Agreement of salary settlement					
	% change i	n salary schedule from prior year					
	Total cost of	Multiyear Agreement of salary settlement					
		n salary schedule from prior year text, such as "Reopener")					
	Identify the	source of funding that will be use	d to support mul	ltiyear salary com	mitments:		
Negoti	ations Not Settled				-		
5.	Cost of a one percent increase in salary	and statutory benefits					
				nt Year 9-20)		1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
6.	Amount included for any tentative salary	schedule increases			1		

2019-20 Second Interim County School Service Fund County Office of Education Criteria and Standards Review

Current Year

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2nd Subsequent Year

1st Subsequent Year

Classif	ied (Non-management) Health and Welfare (H&W) Benefits	(2019-20)	(2020-21)	(2021-22)
1.	Are costs of H&W benefit changes included in the interim and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			
	ied (Non-management) Prior Year Settlements Negotiated First Interim		_	
	new costs negotiated since first interim for prior year settlements d in the interim?			
	If Yes, amount of new costs included in the interim and MYPs If Yes, explain the nature of the new costs:			
		Current Year	1st Subsequent Year	2nd Subsequent Year
Classif	ied (Non-management) Step and Column Adjustments	(2019-20)	(2020-21)	(2021-22)
1.	Are step & column adjustments included in the interim and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			
		Current Year	1st Subsequent Year	2nd Subsequent Year
Classif	ied (Non-management) Attrition (layoffs and retirements)	(2019-20)	(2020-21)	(2021-22)
0.000	(a.g. management), raminon (a.g. mana remember)	(2010 20)	(2020 21)	(202: 22)
1.	Are savings from attrition included in the interim and MYPs?			
••	The savings from audition moraded in the interim and with 5.			
2.	Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			
				1
	ied (Non-management) - Other			
List oth	er significant contract changes that have occurred since first interim and the	e cost impact of each (i.e., hours	of employment, leave of absence, bonus	es, etc.):
				
	- <u></u>			

Percent change in cost of other benefits over prior year

2019-20 Second Interim County School Service Fund County Office of Education Criteria and Standards Review

S8C.	Cost Analysis of County Offic	e's Labo	or Agreements - Managemer	t/Supervisor/	Confidential Em	ployees			
	ENTRY: Click the appropriate Yes ions in this section.	or No bu	tton for "Status of Management/S	Supervisor/Confi	dential Labor Agre	eements as of the Previous Rep	oorting Pe	riod." There are no	
Status	of Management/Supervisor/Cor	nfidential	Labor Agreements as of the P	revious Report	ina Period				
	all managerial/confidential labor ne If Yes or n/a, complete number o If No, continue with section S8C.	gotiations of FTEs, tl	s settled as of first interim project		Yes				
Manac	gement/Supervisor/Confidential	Salary ar	nd Renefit Negotiations						
wanas	gement/Oupervisor/Oomingemaarv	oului y ui	Prior Year (2nd Interim) (2018-19)		nt Year 19-20)	1st Subsequent Year (2020-21)		2nd Subsequent Year (2021-22)	
	er of management, supervisor, and ential FTE positions	i	150.0	155.5		155.5		155.5	
1a.	Have any salary and benefit neg	otiations	been settled since first interim pr	ojections?					
			he corresponding public disclosu en filed with the CDE, complete o		n/a				
	If N	No, compl	ete questions 3 and 4.						
1b.	Are any salary and benefit negot		ill unsettled? Dete questions 3 and 4.		No				
Negoti	ations Settled Since First Interim P	Projections	<u> </u>						
2.	Salary settlement:	•			nt Year 19-20)	1st Subsequent Year (2020-21)		2nd Subsequent Year (2021-22)	
	Is the cost of salary settlement in projections (MYPs)?								
	То	tal cost of	salary settlement						
			alary schedule from prior year ext, such as "Reopener")						
Negoti	ations Not Settled								
3.	Cost of a one percent increase in	n salary a	nd statutory benefits						
					nt Year 19-20)	1st Subsequent Year (2020-21)		2nd Subsequent Year (2021-22)	
4.	Amount included for any tentative	e salary s	chedule increases						
	gement/Supervisor/Confidential and Welfare (H&W) Benefits			Current Year (2019-20)		1st Subsequent Year (2020-21)		2nd Subsequent Year (2021-22)	
1.	Are costs of H&W benefit change	es include	ed in the interim and MYPs?						
2.	Total cost of H&W benefits								
3. 4.	Percent of H&W cost paid by em Percent projected change in H&V		er prior year						
	gement/Supervisor/Confidential and Column Adjustments				et Year 19-20)	1st Subsequent Year (2020-21)		2nd Subsequent Year (2021-22)	
1.	Are step & column adjustments i		n the interm and MYPs?						
2. 3.	Cost of step & column adjustmer Percent change in step & column		or year						
	gement/Supervisor/Confidential Benefits (mileage, bonuses, etc.	.)			nt Year 19-20)	1st Subsequent Year (2020-21)		2nd Subsequent Year (2021-22)	
	,	•	interim and MVD=2			<u> </u>			
1. 2.	Are costs of other benefits include Total cost of other benefits	aea in the	intenin and wites!						

2019-20 Second Interim County School Service Fund County Office of Education Criteria and Standards Review

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S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

COA Identification of Other Funds with Negative Ending Fund Deleness									
S9A. Identification of Other Funds with Negative Ending Fund Balances									
DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.									
1.	,	county school service fund projected to have a end of the current fiscal year?	No						
	If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.								
2.	If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.								

2019-20 Second Interim County School Service Fund County Office of Education Criteria and Standards Review

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ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A8; Item A1 is automatically completed based on data from Criterion 7. A1. Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund? (Data from Criterion 7B-1, Cash Balance, No are used to determine Yes or No) Is the system of personnel position control independent from the payroll system? No Is the County Operations Grant ADA decreasing in both the prior and current fiscal years? No Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior or current fiscal year? No Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that No are expected to exceed the projected state funded cost-of-living adjustment? Does the county office provide uncapped (100% employer paid) health benefits for current or A6. retired employees? No A7. Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to the CDE.) No A8. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? No When providing comments for additional fiscal indicators, please include the item number applicable to each comment. Comments: (optional)

End of County Office Second Interim Criteria and Standards Review

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	Authorization to Enter Into Contracts for E-Rate Services	Agenda Item No.: Enclosures:	VIII.H. 1
		From:	David W. Gordon
	Receives E-Rate Discounts for Fiscal Year 2020-2021	Prepared By:	Jerry Jones
		Board Meeting Date:	03/17/20

BACKGROUND:

E-Rate is a federally funded program that provides discounts to assist schools with obtaining affordable broadband connectivity (network services) and network equipment. The CNTS Department applies for E-Rate discounts each year to reduce the costs of providing broadband connectivity to our classrooms.

Upon Board approval, the CNTS Department will award contracts for the network services and equipment listed below if E-Rate discounts are provided for the 2020-2021 fiscal year. SCOE is under no obligation to purchase the equipment or services if SCOE's E-Rate applications are not funded. It is anticipated that SCOE will be eligible for an 80% discount on these services and equipment.

As per the E-Rate guidelines, SCOE requested quotes in December of 2019 for the following items:

- 1. Ethernet Service to continue providing standard network connectivity to the Sly Park Environmental Education Center, the Dry Creek Special Education Annex (located in Rio Linda), and the SCOE Service Center located at Bradview Drive.
- 2. Dark Fiber Service to provide high speed network connectivity to the new Gerber Community School located at 8182 Gerber Road, Sacramento, CA 95828, as well as the SCOE Conference Center located at 3661 Whitehead Street, Suite 100, Mather, CA 95655.
- Wireless and wired network equipment for the new Gerber Jr./Sr. High School; network equipment upgrades for Elinor Lincoln Hickey Jr./Sr. High School, North Area Community School, El Centro Jr./Sr. High School, and the Special Education programs located at Dry Creek, Prairie West, and Galt High School.
- 4. Uninterruptible Power Supply (UPS) (battery backup) equipment to support the new Gerber Jr./Sr. High School network equipment.

All quote requests were posted to SCOE's E-Rate Website for 28 days and advertised in the local newspaper twice so that any potential vendors could compete. Below is the list of companies that were selected based on a scoring matrix that places the highest emphasis on the lowest cost.

Technology Services selected a "dark fiber" network service for the new Gerber Jr./Sr. High School site and the SCOE Conference Center. This option provides connectivity that is 100 times faster than the Ethernet Service, has a lower monthly cost after the fiber is installed (reducing the long-term cost), and allows Technology Services to increase the network speed at any time by upgrading the network equipment at each site.

Contracted Service	Vendor	Total Cost	E-Rate Discount 80%	SCOE's Cost
Ethernet Service	AT&T	\$98,130	\$78,504	\$19,626
(100 Megabits per site)				
Dark Fiber Service	Zayo	\$264,000	\$211,200	\$52,800
(10 Gigabits per site)				
Wireless and Network	CDWG	\$73,698	\$58,958	\$14,740
Equipment				
Uninterruptible Power Supply (UPS) Equipment	CDWG	\$1,930	\$1,544	\$386
Total Cost to SCOE			\$87,552	

SCOE's estimated cost for the network services and equipment will be approximately **\$87,552** after E-Rate discounts are applied. SCOE's savings by participating in the E-Rate program will be approximately **\$350,206**.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends approval of the contracts with the vendors indicated above.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	Revisions to Board Policy 6180 (Renumbered 6178) – Career Technical Education	Agenda Item No.: Enclosures:	VIII.I. 6
Reason: First Reading of Board Policy Revisions	From:	Policy Committee	
		Prepared By:	Teresa Stinson
		Board Meeting Date:	03/17/20

BACKGROUND:

Attached are proposed revisions to Board Policy 6180 (Renumbered 6178) – Career Technical Education. All proposed revisions are indicated by strikeouts and bold underlined additions.

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

Policy changes are proposed to reflect the current legal standards.

The Policy Committee reviewed Board Policy 6180 (Renumbered 6178) – Career Technical Education on February 18, 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 6180 (Renumbered 6178) – Career Technical Education be submitted to the Board of Education for First Reading.



TECHNICAL EDUCATION

BP 6180 6178

(Page 1 of <u>6</u>)

The Sacramento County Office of Education (SCOE) shall provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase pupil achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program shall be designed to help pupils develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide pupils with practical experience and understanding of all aspects of an industry. It will also emphasize the development of career-readiness skills.

Curriculum

The Board shall adopt standards for SCOE CTE programs which meet or exceed the state's model content standards and describe the essential knowledge and skills that pupils enrolled in these courses are expected to master. The course curriculum shall be aligned with SCOE-adopted standards and the state's curriculum framework.

At least every three years, the Superintendent or designee shall compare SCOE's curriculum, course content, and course sequence of CTE with the model state curriculum standards, and advise the Board's Curriculum Committee when updates are required or advisable.

The Superintendent or designee shall review SCOE's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by SCOE for high school graduation. These classes shall be equivalent in content and rigor to the courses prescribed for graduation.

Partnerships

The CTE program may be offered through partnerships with different learning programs, including educational entities, community organizations, or apprenticeship programs, which expose pupils to career options while preparing them for future careers in a given industry or interest area.

The Superintendent or designee may work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide pupils with actual or simulated work-based learning opportunities.



TECHNICAL EDUCATION

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Notifications

The Superintendent or designee shall inform all secondary pupils and their parents/guardians about the CTE experiences available, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary pupils shall receive individualized academic counseling which provides information about academic and CTE opportunities related to the pupil's career goals.

Prior to the beginning of each school year, the Superintendent or designee shall advise pupils, parents/guardians, employees, and other interested individuals that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. The notification shall be disseminated in languages other than English as needed and shall state lack of English language skills will not be a barrier to admission and participation in SCOE's CTE program.

Program Evaluation

The Superintendent or designee shall regularly report to the Board achievement data on participating pupils, including, but not limited to, the percentage of participating pupils who successfully complete CTE programs, their performance on state and district academic achievement tests, and graduation rate. Data shall be disaggregated by program and various pupil subgroups. Based on such data, the goals in SCOE's local control and accountability plan shall be updated as necessary.

EDUCATION CODE

8006-8155 Career technical education

17078.70-17078.72 Career technical education facilities

44257.3 CTC recognition of study in linked learning teaching methods

44260-44260.1 Designated subjects career technical education credential

51220-51229 Courses of study, grades 7-12

51760-51769.5 Work experience education

52060-52077 Local control and accountability plan

52300-52499.66 Career technical education

53010-53016 California Career Pathways Trust

53070-53076.4 The California Career Technical Education Incentive Grant Program

54690-54699.1 California Partnership Academies

54750-54760 California Partnership Academies, green technology and goods movement occupations



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EDUCATION CODE

<u>66205.5-66205.9</u> Approval of career technical education courses for admission to California colleges

CODE OF REGULATIONS, TITLE 5

1635 Credit for work experience education

10070-10075 Work experience education

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

11500-11508 Regional occupational centers and programs

11535-11538 Career technical education contracts with private postsecondary schools

11610-11611 Regional adult and vocational education councils

UNITED STATES CODE, TITLE 20

<u>2301-2414 Strengthening Career and Technical Education for the 21st Century Act</u> <u>6301-6578 Improving the Academic Achievement of the Disadvantaged</u>

CODE OF FEDERAL REGULATIONS, TITLE 34

100 Appendix B Guidelines for eliminating discrimination in career technical education programs.

03/17/20	First Reading
02/18/20	Reviewed by Policy Committee
03/06/01	- Approval
03/06/01	Second Reading and Adoption
02/20/01	First Reading
02/06/01	Reviewed by Policy Committee
02/01/01	-Revisions
06/06/89	-Approved
06/06/89	Second Reading and Adoption
05/16/89	First Reading
05/08/89	Draft



TECHNICAL EDUCATION

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I. Purpose

The California Legislature "recognizes that it is the policy of the people of the State of California to provide an educational opportunity to the end that every student leaving school shall have the opportunity to be prepared to enter the world of work and... should have sufficient marketable skills for legitimate remunerative employment..." (Education Code Section 51004)

II. Philosophy

The County Board of Education believes:

- that the entire educational system has a role in the career preparation of our youth and adults;
- that the education system has a role in targeting the employers' demand for a qualified workforce;
- that meeting the occupational needs of the citizenry is a legitimate and justifiable goal of an educational system and should be of highest priority and the of Education will pursue this goal using the established political process;
- that relevance in education is fostered by applied instruction and training designed to prepare the student for a career;
- that technological changes taking place in the American society have created an urgent demand for occupationally-technically trained citizens; and
- that when properly prepared for careers of their choice, the likelihood of student attaining a satisfying and productive lifestyle is considerably enhanced.

III. Authorization/Support

The Sacramento County of Education authorizes Workforce Development Department and is committed to providing a quality program that enables the Department to:

- A. promote, coordinate and establish employment and career preparation programs and activities among the schools of Sacramento County, business/industry, apprenticeship programs, local governments, community organizations, and other interested public and private organizations.
- B. Meet the needs of those student desiring to gain an occupational skill, and prepare for advanced training or to upgrade their technical skills.



TECHNICAL EDUCATION

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The County of Education further recognizes the Sacramento Regional Occupational Program (R.O.P.) which was established in 1967 as the organization to facilitate vocational training in the greater Sacramento Area.

IV. Student Eligibility

Adults or student enrolling in the career preparation and workforce development courses must:

- A. be 16 years of age or in the eleventh grade, out of schools' youth, or recommended by the school principal or a SCOE administrator.
- B. Student must also have an interest and desire for occupational training and meet, where appropriate, specific prerequisites for a particular course.

V. <u>Curriculum (Workforce Development Department)</u>

The curriculum of the Workforce Development Department shall be adopted by the County of Education and shall be guided by the State Curriculum Standards and Framework.

VI. Accountability

The County Superintendent or his/her designee is assigned the responsibility to monitor the specific laws and regulations, which pertain to the administration of the funds from a variety of sources, including, but not limited to R.O.P., CalWORKS, Workforce Investment Act and Carl Perkins, and to update the County of Education on any legal changes. He/she will make a biennial report to the Curriculum Subcommittee and subsequently to the Board which will include an evaluation of at least the following:

- A detailed follow-up of student completing career preparation and workforce development courses.
- B. Verification that the curriculum of courses taught meets a documented labor market demand for the present/future and do not unnecessarily duplicate other manpower training programs.
- C. Each course is of demonstrated effectiveness as measured by the employment and completion of its student. (Ed. Code 52302)
- D. The course offerings will be designed to meet the changing needs of the growing greater Sacramento community.



TECHNICAL EDUCATION

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VII. Administrative Regulation

The Administrative Regulations developed for the Workforce Development Department shall include, but not be limited to, the following:

- A. admissions/enrollment procedures to career preparation and workforce development
 - B. courses of study
 - C. specific skills for completion of courses
 - D. criteria for program evaluation
 - E. guidelines for the safety and security of student, staff, equipment and facilities
 - F. staff development
 - G. financial accountability
 - H. coordination of career preparation and workforce development activities

Legal Reference:

REFERENCE: California Education Code Sections 52300-52327

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	Revisions to Board Policy 5142 – Authorization to Administer Prescription Medication and Medicinal Cannabis	Agenda Item No.: Enclosures:	VIII.J. 2
Reason:	First Reading of Board Policy Revisions	From: Prepared By:	Policy Committee Teresa Stinson
		Board Meeting Date:	

BACKGROUND:

Attached are proposed revisions to Board Policy 5142 – Authorization to Administer Prescription Medication and Medicinal Cannabis. All proposed revisions are indicated by strikeouts and bold underlined additions.

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

• Policy changes are proposed to reflect recent legislation that allows the Board to adopt a policy regarding the administration of medical cannabis on school sites.

The Policy Committee reviewed Board Policy 5142 – Authorization to Administer Prescription Medication and Medicinal Cannabis on February 18, 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 5142 – Authorization to Administer Prescription Medication and Medicinal Cannabis be submitted to the Board of Education for First Reading.



<u>AUTHORIZATION TO ADMINISTER PRESCRIPTION MEDICATION AND</u>

MEDICINAL CANNABIS

BP 5142

(Page 1 of 2)

The Sacramento County Board of Education (Board) realizes that during the school day some students <u>pupils</u> may need to timely take medication prescribed or ordered by an authorized health care provider to be able to fully participate in the educational program.

A school nurse or other designated personnel may assist a student <u>pupil</u> with the administration of medication if:

- The student's <u>pupil's</u> authorized health care provider executes a written statement specifying the medication, dosage, and period of time during which the medication is to be taken, as well as (if necessary) the method, amount, and time schedule; and
- 2. The student's <u>pupil's</u> parent or guardian provides a written request to school personnel that the school assist in the administration of the medication.

School personnel will receive appropriate training prior to the administration of prescribed medication.

Any medication prescribed for a student <u>pupil</u> with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the <u>student's <u>pupil's</u> individualized education program or Section 504 plan as applicable.</u>

A parent or guardian may administer medicinal cannabis to a pupil who is a qualified patient with a physician's recommendation for its use (pursuant to California Health and Safety Code section 11362.7 et. seq.). Medicinal cannabis excludes cannabis or cannabis products in a smokeable or vapeable form.

Before administering medicinal cannabis at a school site, the parent or guardian shall provide to the principal or designee a valid written medical recommendation for the pupil to be given medicinal cannabis, which shall be kept on file at the school. The parent or guardian shall sign in at the school site before administering the medication, and shall not administer the medication in a manner that disrupts the educational environment or exposes other pupils. The parent or guardian shall remove any remaining medicinal cannabis from the school site after administering the medication. The records related to the administration of the medical cannabis will be treated as medical records.

School personnel are not authorized to administer medicinal cannabis to a pupil.



AUTHORIZATION TO ADMINISTER PRESCRIPTION MEDICATION AND

MEDICINAL CANNABIS

BP 5142

(Page 2 of 2)

Legal References:

BUSINESS AND PROFESSIONS CODE 2727 Nursing Practice Act exceptions

EDUCATION CODE

49407 Liability for treatment

49414 Emergency epinephrine auto-injectors

49414.1 Medical cannabis policy

49414.5 Providing school personnel with voluntary emergency training

49414.7 Emergency medical assistance: administration of epilepsy medication

49423 Administration of prescribed medication for studentpupil

49423.1 Inhaled asthma medication

49480 Continuing medication regimen: notice

HEALTH AND SAFETY CODE

11362.7-11362.85 Medical marijuana program

TITLE 20, UNITED STATES CODE

1400-1482 Individuals with Disabilities Education Act

TITLE 29, UNITED STATES CODE

794 Rehabilitation Act of 1973, section 504

TITLE 5, CALIFORNIA CODE OF REGULATIONS

600-611 Administering medication to students pupils

COURT DECISIONS

American Nurses Association v. Torlakson, 57 Cal.4th 570 (2013)

04/10/90	Draft
10/16/90	First Reading
11/13/90	Second Reading
11/13/90	Approved
03/04/14	Reviewed by Policy Committee
04/04/14	First Reading
05/06/14	Second Reading and Adoption
05/19/14	Distribution
02/18/20	Reviewed by Policy Committee
03/17/20	First Reading

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject:	Elimination of Board Policy 2001 – Quality Leadership and Quality First Process	Agenda Item No.: Enclosures:	VIII.K. 2
Reason: First Reading and Proposed Elimination	·	From: Prepared By:	Policy Committee Teresa Stinson
		Board Meeting Date:	

BACKGROUND:

Attached is Board Policy 2001 – Quality Leadership and Quality First Process for proposed elimination.

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

The policy is outdated, not legally required or necessary.

The Policy Committee reviewed this Board Policy 2001 – Quality Leadership and Quality First Process on February 18, 2020 and recommended that the proposed elimination of this policy be presented to the Board for First Reading.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that the proposed elimination of Board Policy 2001 – Quality Leadership and Quality First Process be submitted to the Board of Education for First Reading.

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QUALITY LEADERSHIP AND QUALITY FIRST PROCESS

BP 2001

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- I. The County Board of Education believes that the Sacramento County Office of Education is a "quality first" organization. The Board is committed to the philosophy of providing total quality services to each and every client. The Board is further committed to its mission statement to provide quality services and leadership to further educational excellence for all students.
- II. The County Board of Education believes that people are the key to continuous improvement of programs and services; that management and employee teamwork and cooperation are absolutely essential for continued innovation and improvement of processes in the workplace; and that such teamwork will result in the delivery of quality educational programs and services.
- III. The County Board of Education seeks to provide working conditions that enhance trust, motivation, safety, health, and pride of workmanship. The Board will promote "quality first process" training so that those committed to a career in educational service and leadership may realize significant accomplishments for themselves, the educational community, and for the children throughout the county.
- IV. The County Board of Education believes that clients are the reason for the existence of the Sacramento County Office of Education. Furthermore, the Board seeks to satisfy the internal and external clients with "quality first" leadership, programs, and services.

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- V. The County Board of Education believes that cost effectiveness is an outcome of superior quality management.
- VI. The County Board of Education directs the County Superintendent of Schools to develop Administrative Regulations that will make this policy operational and to make an annual report for the review and acceptance of the County Board on the status of the organization's "quality first process" outcomes.

6/21/89 Draft

10/18/89 BPC 11/8/89 First Reading

11/21/89 Second Reading 11/21/89 Approved

02/18/20 Reviewed by Policy Committee

03/17/20 First Reading