



Sacramento County Board of Education

Regular Meeting

Tuesday / April 16, 2019 / 6:30 P.M.

Please Note:

**The Sacramento County Committee on School District Organization
Meeting will Begin Immediately Upon the
Conclusion of the Regular Meeting**

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

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard
P.O. Box 269003
Sacramento, California 95826-9003

TO: Members, County Board of Education

FROM: David W. Gordon, Secretary to the Board

SUBJECT: Agenda – Regular Meeting – Tuesday, April 16, 2019

Regular Session: 6:30 p.m.

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

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Special Board Meeting of March 26, 2019
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations

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

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

- VII. Superintendent's Report
 - A. Recognition of the May 2019 Employees of the Month

Classified Employee: Kelly Kulikowski, Transition Specialist, Court and Community Schools

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Sacramento County Office of Education – Reception Desk, located at 10474 Mather Boulevard, Mather, CA. For more information, please call 916.228.2410.

Certificated Employee: Christina Charbonneau, Senior Extension Teacher, Community Schools

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
3. Approval of the 2017-2018 School Accountability Report Cards for Court and Community Schools and Special Education Programs – Dr. Matt Perry/Michael Kast

B. Approval of Contracts – Tammy Sanchez

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

1. \$100,000 Career Technical Education Incentive grant from the California Department of Education, College and Career Transition Division for the 2019-2020 fiscal year – Dr. Matt Perry
2. \$580,737 ESSA Comprehensive Support and Improvement: County Office of Education grant from the California Department of Education/ESSA Funds for the 2018-2019 and 2019-2020 fiscal years – Dr. Al Rogers
3. \$897,022 K-12 Strong Workforce Program – Information and Communication Technologies (ICT) Hub grant from the California Community College Chancellor's Office (CCCCO) for the 2019-2020 fiscal year – Dr. Matt Perry
4. 372,983 K-12 Strong Workforce Program – Accelerating College Transition grant from the California Community College Chancellor's Office (CCCCO) for the 2019-2020 fiscal year – Dr. Matt Perry

D. Adoption of Resolution No. 19-03 – Authorizing the Temporary Interfund Transfer of Funds – Tammy Sanchez

E. First Reading of Revisions to Board Policy 6100 (Renumbered 6186) – Juvenile Court and Community Schools – Policy Committee

F. First Reading and Proposed Elimination of Board Policy 6140 – Community Schools – Policy Committee

Agenda – Regular Meeting – April 16, 2019

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- G. Second Reading and Adoption of Revisions to Board Policy 6146.1 – Graduation Requirements – Policy Committee
- H. Second Reading and Elimination of Board Policy 5250 – Student Attendance – Policy Committee
- I. Second Reading and Adoption of Revisions to Board Policy 5720 – Pupil Behavior Intervention and Discipline – Policy Committee
- J. Informational Item: Revisions to Administrative Rules and Regulations 5720 – Pupil Behavior Intervention and Discipline – Teresa Stinson
- K. Board Report – Sly Park – Dr. Nancy Herota
- IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
- X. Items for Distribution
 - A. April/May Events
 - B. April/May Site Visits
- XI. Schedule for Future Board Meetings
 - A. May 7, 2019 – Report on Computer Science for Sacramento
 - B. May 21, 2019 – Operation Recognition
- XII. Adjournment

CALL TO ORDER

MEETING OF THE

SACRAMENTO COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Special Meeting of March 26, 2019

Agenda

- I. Call to Order and Roll Call
 - II. Pledge of Allegiance
 - III. Adoption of Agenda
 - IV. Office Correspondence
 - V. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
 - VI. Superintendent's Report
 - VII. New Business
 - A. Discussion and Action Re Resolution No. 19-02 – In Opposition to Assembly Bill 1505 – Charter Schools
 - VIII. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
 - IX. Items for Distribution
 - A. March/April Events
 - B. March/April Site Visits
 - X. Schedule for Future Board Meetings
 - A. April 5, 2019 – Student Programs (Palmiter and EL Hickey)
 - B. April 16, 2019 – Report on Sly Park
 - XI. Adjournment
-

I. President Brown called the meeting to order at 6:22 p.m. in the Board Room of the Wilson C. Riles Middle School, Center Joint Unified School District, 4747 PFE Road, Roseville, California. Board members present were Joanne Ahola, Al Brown, Heather Davis, and Paul Keefer. Also present were David Gordon, Superintendent and Secretary to the Board; Al Rogers, Deputy Superintendent; Teresa Stinson, General Counsel; other staff and visitors; and Carla Miller, Superintendent/Board Liaison. Trustees Fong, Lefkovitz, and Talamantes were absent.

II. The pledge was recited during the County Committee Meeting, which was held immediately prior to this meeting.

III. Mr. Keefer moved to adopt the agenda. Ms. Davis seconded the motion, which carried 4 ayes, 3 absent (Fong, Lefkovitz, Talamantes).

IV. There was no official correspondence.

V.A. Frederick Gayle addressed the Board regarding Anthropology and Ethics being taught in schools.

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

VI. There was no Superintendent's Report.

VII.A. Discussion and Action Re Resolution No. 19-02 – In Opposition to Assembly Bill 1505 – Charter Schools

Ms. Ahola moved to adopt Resolution No. 19-02 – In Opposition to Assembly Bill 1505 – Charter Schools as revised. Mr. Keefer seconded the motion.

Ms. Ahola asked Superintendent Gordon to attend and testify at the committee hearing on April 10, 2019 on behalf of the Board. President Brown stated he would like to attend the hearing as well.

Motion carried 4 ayes, 3 absent based on the following Roll Call vote:

Mr. Keefer – yes

Ms. Davis – yes

Ms. Ahola – yes

Mr. Brown – yes

Mr. Fong – absent

Ms. Lefkovitz – absent

Ms. Talamantes – absent

VIII.A. There were no Board Reports.

VIII.B. President Brown – no report.

VIII.C. There were no committee reports.

IX.A. There was no distribution of the March/April Events item.

IX.B. There was no distribution of the March/April Site Visits item.

X. Schedule for Future Board Meetings

A. April 5, 2019 – Student Programs (Palmiter and EL Hickey)

B. April 16, 2019 – Report on Sly Park

XI. Mr. Keefer moved to adjourn the meeting. Ms. Davis seconded the motion, which carried 4 ayes, 3 absent (Fong, Lefkovitz, Talamantes). The meeting adjourned at 6:30 p.m.

Respectfully submitted,

David W. Gordon
Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: May 2019 Employees of the Month	Agenda Item No.: VII.A. Enclosures: 0
Reason: Action	From: David W. Gordon Prepared By: Tim Herrera Board Meeting Date: 04/16/19

BACKGROUND:

CLASSIFIED

Kelly Kulikowski, Transition Specialist/EI Centro, was nominated by Principal Barbara Modlin for her contributions to the Court and Community Schools Program of the Sacramento County Office of Education. Kelly Kulikowski works at SCOE's Culinary Arts program at the EI Centro campus. She helps students transition from EI Centro into the community through jobs in the culinary field. Ms. Kulikowski promotes civic engagement by partnering with the Chick-fil-A Leader Academy and conducts monthly Leader Labs focusing on character-based education. She distributes a weekly update to inform staff and stakeholders of upcoming Culinary Arts events and programs. Ms. Kulikowski exemplifies SCOE's commitment to high standards and student success. Ms. Kulikowski has been a Sacramento County Office of Education employee since July 2018.

CERTIFICATED

Christina Charbonneau, Senior Extension Teacher/Elinor Lincoln Hickey Jr./Sr. High School, was nominated by Principal Craig Bradford for her contributions to the Court and Community Schools Program of the Sacramento County Office of Education. Christina Charbonneau is an integral part in the growth of the Senior Extension Program, most notably having played a key role in the implementation of Project-based Learning. She works closely with each student to assess their academic needs and identify barriers and challenges they face, in order to provide the support needed for successful completion of high school. Ms. Charbonneau encourages her students by celebrating their successes, no matter how small. She shows interest in their passions and encourages them to continue their educational journey toward community college or the workforce. Ms. Charbonneau has been a Sacramento County Office of Education employee since August 1998.

SUPERINTENDENT'S RECOMMENDATION:

It is recommended that the Board approve commendation of the individuals named as Sacramento County Office of Education Classified and Certificated Employees of the Month for May 2019 and that the Board present Certificates of Recognition to these employees.

SACRAMENTO COUNTY OFFICE OF EDUCATION
PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting – April 16, 2019

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	Media Services	Noble, Charlie	Mgmt.	Project Specialist II Programming / Application Development 8 h/d 5 d/w 224 d/y PC# 190012	Media Services	03/25/19	MT-29
Management	Foster Youth and Homeless Services	Serrano, Jacque	Mgmt.	Project Specialist I, Foster Youth and Homeless Services, Instructional Case Manager 8 h/d 5 d/w 180 d/y PC# 190014	Foster Youth	04/08/19	MT-18
Certificated	Special Education	Jones, Carissa	ROP	CTE Instructor, Culinary Arts 8 h/d 5 d/w 185 d/y PC# 180033	El Centro Jr/Sr High School	04/01/19	T-I-1

SUBSTITUTES/TEMPORARY APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date / Duration
Certificated	Various	Abucay, Nestor	Sub.	Teacher	Various	03/26/19
Certificated	Sly Park	Simpson, Steven	Sub.	Teacher	Sly Park	03/15/19

EXTRA ASSIGNMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	Location	Effective Date / Duration
Certificated	Sly Park	White, Suzanne	Outdoor Science Teacher	Sly Park	2018-2019 school year 4 additional hours
Classified	Student Programs	Esparza-De Jesus, Gabriel	Court & Community Schools Transition Specialist	Student Programs – Elinor Hickey CS	03/25/19–06/28/19 2 extra hours per day
Classified	Student Programs	Odabashian, Vickie	Court & Community Schools Transition Specialist	Student Programs – North Area CS	03/25/19–06/28/19 2 extra hours per day

RECAP

	Management	Certificated	Classified	Total
Regular Appointments	2	1	0	3
Substitutes/Temporary Appointments	0	2	0	2
Extra Assignments	0	1	2	3
TOTAL	2	4	2	8

SACRAMENTO COUNTY BOARD OF EDUCATION

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Subject: Award of Diplomas	Agenda Item No.: VIII.A.2. Enclosures: 0
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Board Meeting Date: 04/16/19

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

1 Candidate

Elinor Lincoln Hickey Jr./Sr. High School

Sebastian Andreas Flores
Andrea Jocelyn Navarro-Gonzalez
William Rivera
Tyrice M. Tramble

Gerber Jr./Sr. High School

A'Jsiana M. Hale
D'Angelo Scott
Isabel Villalobos

North Area Community School

Wendy N. Maldonado Luna
Giavanni Nicole Saucedo
Ahmad Abedelaziz Shehadeh

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: 2017-2018 School Accountability Report Cards for Court and Community Schools and Special Education Programs	Agenda Item No.: VIII.A.3. Enclosures: 94
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 04/16/19

BACKGROUND:

This is to inform you that the annual School Accountability Report Cards (SARCs) for the 2017-2018 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 2017-2018 School Accountability Report Cards be submitted to the Board of Education for consideration and approval.

SACRAMENTO COUNTY OFFICE OF EDUCATION

**SCHOOL ACCOUNTABILITY
REPORT CARDS**

2017 – 2018

Submitted on April 16, 2019

El Centro Jr./Sr. High School

School Accountability
Report Card
2017 – 2018

El Centro Jr./Sr. High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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
E-mail Address	bmodlin@scoe.net
Web Site	
CDS Code	34-10348-0106278

District Contact Information	
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
E-mail Address	
Web Site	www.scoe.net

School Description and Mission Statement (School Year 2018-19)

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, 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 vocational 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. The Probation Department staff supervises youth programs in an environment that encourages pro-social behavior through behavior modification, 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 2017-18)

Grade Level	Number of Students
Grade 8	4
Grade 9	8
Grade 10	27
Grade 11	35
Grade 12	38
Total Enrollment	112

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	32.1
American Indian or Alaska Native	0.9
Asian	0.9
Filipino	0.0
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.0
White	13.4
Socioeconomically Disadvantaged	100.0
English Learners	8.0
Students with Disabilities	35.7
Foster Youth	15.2

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	10.5	10	52
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), • Read 180 (Houghton Mifflin Harcourt Intervention) 	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	Yes	0
Science	Adopted 08/2008: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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)

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 auspices of 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2017	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	13.0	2.0	25.0	30.0	48.0	50.0
Mathematics (grades 3-8 and 11)	4.0	2.0	18.0	28.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	55	67.90	1.82
Male	68	48	70.59	0.00
Female	13	7	53.85	14.29
Black or African American	33	23	69.70	0.00
Asian	--	--	--	--
Hispanic or Latino	30	21	70.00	4.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	55	67.90	1.82
English Learners	11	6	54.55	0.00
Students with Disabilities	31	21	67.74	0.00
Foster Youth	22	15	68.18	6.67

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	54	66.67	1.85
Male	66	45	68.18	0
Female	15	9	60	11.11
Black or African American	34	23	67.65	0
Asian	--	--	--	--
Hispanic or Latino	30	21	70	4.76
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	54	66.67	1.85
English Learners	11	7	63.64	0
Students with Disabilities	30	20	66.67	0
Foster Youth	23	15	65.22	6.67

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

El Centro offers two CTE programs, Construction and Computer Office Occupations, and maintains two 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	581
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2018-19)

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):

Four-Year Graduation Rate and Dropout Rates

Meaningful dropout rates and four-year graduation rates cannot be calculated for Court School classrooms operated by County Offices of Education because of constraints in interpreting these calculations with highly mobile student populations.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	44.4	39.0	88.7
Black or African American	65.0	58.9	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	46.7	94.9
Filipino	0.0	33.3	93.5
Hispanic or Latino	6.7	30.9	86.5
Native Hawaiian/Pacific Islander	0.0	25.0	88.6
White	100.0	26.8	92.1
Two or More Races	33.3	42.9	91.2
Socioeconomically Disadvantaged	17.8	37.7	88.6
English Learners	50.0	35.3	56.7
Students with Disabilities	53.3	20.8	67.1
Foster Youth	71.4	72.2	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.0	5.5	1.3	8.3	7.9	8.6	3.7	3.7	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 2018-19)

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 minimally every two years. School staff receives necessary 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.0	13			9.0	13			6.0	18		
Mathematics	7.0	18			11.0	8		1	5.0	24		
Science	3.0	13			6.0	10			5.0	20		
Social Science	5.0	20			5.0	23			4.0	23		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.8	124
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	2	N/A
Other	2	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
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	\$7,125	
Percent Difference: School Site and State	N/A	N/A	29.4	

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 2017-18)

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)

Sacramento County Office of Education staff possess expertise in helping students from various backgrounds reach beyond 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.

Gerber Jr./Sr. High School

School Accountability
Report Card
2017 – 2018

Gerber Jr./Sr. High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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
E-mail Address	caland@scoe.net
Web Site	
CDS Code	34-10348-0118745

District Contact Information	
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
E-mail Address	
Web Site	www.scoe.net

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 8	25
Grade 9	4
Grade 10	5
Grade 11	21
Grade 12	60
Total Enrollment	115

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	32.2
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	0.0
Hispanic or Latino	44.3
Native Hawaiian or Pacific Islander	0.0
White	8.7
Socioeconomically Disadvantaged	71.3
English Learners	5.2
Students with Disabilities	9.6
Foster Youth	2.6

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	4	4	52
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none">• SpringBoard (CollegeBoard),• Inside/Edge (National Geographic Learning/Cengage Learning),• Read 180 (Houghton Mifflin Harcourt Intervention)	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none">• California Math (McGraw Hill),• Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	Adopted 08/2008: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> 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)

Gerber Jr./Sr. High School consists of three 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: May 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	8.0	11.0	25.0	30.0	48.0	50.0
Mathematics (grades 3-8 and 11)	1.0	0.0	18.0	28.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	27	49.09	11.11
Male	34	14	41.18	7.14
Female	21	13	61.90	15.38
Black or African American	19	8	42.11	0.00
Asian	--	--	--	--
Hispanic or Latino	21	12	57.14	16.67
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	17	47.22	11.76
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	21	38.18	0
Male	34	11	32.35	0
Female	21	10	47.62	0
Black or African American	18	6	33.33	0
Asian	--	--	--	--
Hispanic or Latino	22	9	40.91	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	12	33.33	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Students are enrolled in CTE courses that focus on monthly projects that include art, media and entertainment, and employability themes. This integrated model provides students with experience in practical, meaningful applications of reading, writing, and mathematics. CTE teachers and the transition specialist also provide students with career and post-secondary information for their successful transition from high school.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	129
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	**	**	**

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.

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 2018-19)

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):

Four-Year Graduation Rate and Dropout Rates

Meaningful dropout rates and four-year graduation rates cannot be calculated for Community School classrooms operated by County Offices of Education because of constraints in interpreting these calculations with highly mobile student populations.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	63.4	39.0	88.7
Black or African American	100.0	58.9	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	50.0	46.7	94.9
Filipino	0.0	33.3	93.5
Hispanic or Latino	61.5	30.9	86.5
Native Hawaiian/Pacific Islander	100.0	25.0	88.6
White	20.0	26.8	92.1
Two or More Races	0.0	42.9	91.2
Socioeconomically Disadvantaged	65.7	37.7	88.6
English Learners	25.0	35.3	56.7
Students with Disabilities	100.0	20.8	67.1
Foster Youth	66.7	72.2	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	27.9	21.2	6.1	8.3	7.9	8.6	3.7	3.7	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 2018-19)

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)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.0	8			10.0	13	1		6.0	14	1	
Mathematics	8.0	11			10.0	6			7.0	12	1	
Science	7.0	9			9.0	10			8.0	8	1	
Social Science	5.0	13			9.0	15			6.0	18	1	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	695
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$167,111	\$4,737	\$12,374	\$84,073
District	N/A	N/A	\$2,595	
Percent Difference: School Site and District	N/A	N/A	130.7	
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	53.8	

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 2017-18)

Students' needs identified in an Individualized Special Education Program (IEP) developed by a school district, or a county office education team, receive special education services through the Resource Specialist Program staffed by special education teachers and special education technicians.

Professional Development (Most Recent Three Years)

The educational staff of the Sacramento County Office of Education possess expertise in helping students from various backgrounds reach beyond 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.

Elinor Lincoln Hickey Jr./Sr. High School

School Accountability

Report Card

2017 – 2018

Elinor Lincoln Hickey Jr./Sr. High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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
E-mail Address	lalcala@scoe.net
Web Site	
CDS Code	34-10348-0106237

District Contact Information	
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
E-mail Address	
Web Site	www.scoe.net

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 7	3
Grade 8	55
Grade 9	10
Grade 10	15
Grade 11	15
Grade 12	38
Total Enrollment	136

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	30.9
American Indian or Alaska Native	0.7
Asian	2.9
Filipino	0.7
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	2.2
White	18.4
Socioeconomically Disadvantaged	73.5
English Learners	15.4
Students with Disabilities	7.4
Foster Youth	2.2

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	4	4	52
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none">• SpringBoard (CollegeBoard),• Inside/Edge (National Geographic Learning/Cengage Learning),• Read 180 (Houghton Mifflin Harcourt Intervention)	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none">• California Math (McGraw Hill),	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> Integrated High School Math 1, 2, 3 (Pearson) 		
Science	Adopted 08/2008: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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)

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 3/30/2017		
System Inspected	Repair Status	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/30/2017	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	10.0	11.0	25.0	30.0	48.0	50.0
Mathematics (grades 3-8 and 11)	7.0	8.0	18.0	28.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	67	75.28	10.61
Male	60	46	76.67	11.11
Female	29	21	72.41	9.52
Black or African American	21	12	57.14	0.00
Asian	--	--	--	--
Hispanic or Latino	27	22	81.48	4.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	25	83.33	20.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	41	69.49	5.00
English Learners	14	13	92.86	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	65	73.86	7.94
Male	60	46	76.67	11.36
Female	28	19	67.86	0
Asian	--	--	--	--
Hispanic or Latino	27	21	77.78	4.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	25	83.33	12.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	40	68.97	2.63
English Learners	14	11	78.57	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	30
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	**	**	**
9	**	**	**

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.

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 2018-19)

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):

Four-Year Graduation Rate and Dropout Rates

Meaningful dropout rates and four-year graduation rates cannot be calculated for Community School classrooms operated by County Offices of Education because of constraints in interpreting these calculations with highly mobile student populations.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	57.1	39.0	88.7
Black or African American	66.7	58.9	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	46.7	94.9
Filipino	0.0	33.3	93.5
Hispanic or Latino	66.7	30.9	86.5
Native Hawaiian/Pacific Islander	0.0	25.0	88.6
White	50.0	26.8	92.1
Two or More Races	33.3	42.9	91.2
Socioeconomically Disadvantaged	60.0	37.7	88.6
English Learners	0.0	35.3	56.7
Students with Disabilities	100.0	20.8	67.1
Foster Youth	100.0	72.2	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	15.5	13.2	22.2	8.3	7.9	8.6	3.7	3.7	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 2018-19)

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	4			6.0	15			7.0	17		
Mathematics	13.0	5			7.0	9			12.0	8		
Science	10.0	3			6.0	9			11.0	7		
Social Science	6.0	5			7.0	10			9.0	14		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	194
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1	N/A
Other	2	N/A

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

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Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,589	\$5,895	\$9,694	\$70,259
District	N/A	N/A	\$2,595	
Percent Difference: School Site and District	N/A	N/A	115.5	
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	30.5	

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Types of Services Funded (Fiscal Year 2017-18)

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.

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North Area Community School

School Accountability

Report Card

2017 - 2018

North Area Community School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

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- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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About This School

Contact Information (School Year 2018-19)

School 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
E-mail Address	lalcala@scoe.net
CDS Code	34-10348-0106245

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

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 7	1
Grade 8	22
Grade 9	27
Grade 10	26
Grade 11	4
Grade 12	61
Total Enrollment	141

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	26.2
American Indian or Alaska Native	2.8
Asian	4.3
Filipino	1.4
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.0
White	20.6
Socioeconomically Disadvantaged	80.9
English Learners	7.8
Students with Disabilities	9.2
Foster Youth	2.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	7	4	3	52
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), • Read 180 (Houghton Mifflin Harcourt Intervention) 	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	Yes	0
Science	Adopted 08/2008: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: May 2017		
System Inspected	Repair Status	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	0.0	0.0	25.0	30.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	18.0	28.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	30	69.77	0.00
Male	25	18	72.00	0.00
Female	18	12	66.67	0.00
Black or African American	14	10	71.43	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	7	58.33	0.00
White	11	10	90.91	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	25	69.44	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	31	72.09	0
Female	18	13	72.22	0
Black or African American	14	10	71.43	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	8	66.67	0
White	11	9	81.82	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	25	69.44	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	6
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	**	**	**
9	16.7	27.8	11.1

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.

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 2018-19)

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):

Four-Year Graduation Rate and Dropout Rates

Meaningful dropout rates and four-year graduation rates cannot be calculated for Community School classrooms operated by County Offices of Education because of constraints in interpreting these calculations with highly mobile student populations.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	63.9	39.0	88.7
Black or African American	55.0	58.9	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	46.7	94.9
Filipino	0.0	33.3	93.5
Hispanic or Latino	58.6	30.9	86.5
Native Hawaiian/Pacific Islander	0.0	25.0	88.6
White	66.7	26.8	92.1
Two or More Races	80.0	42.9	91.2
Socioeconomically Disadvantaged	63.4	37.7	88.6
English Learners	100.0	35.3	56.7
Students with Disabilities	100.0	20.8	67.1
Foster Youth	100.0	72.2	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.5	10.4	17.6	8.3	7.9	8.6	3.7	3.7	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 2018-19)

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)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	7			9.0	14			9.0	13		
Mathematics	6.0	11			7.0	9			13.0	9		
Science	6.0	12			6.0	12			6.0	13		
Social Science	6.0	20			6.0	15			8.0	17		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	288
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	2	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,688	\$3,827	\$9,861	\$92,797
District	N/A	N/A	\$2,595	
Percent Difference: School Site and District	N/A	N/A	116.7	
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	32.2	

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 2017-18)

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)

The educational staff of the Sacramento County Office of Education possess expertise in helping students from various backgrounds reach beyond 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

2017 – 2018

Leo A. Palmiter Jr./Sr. High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

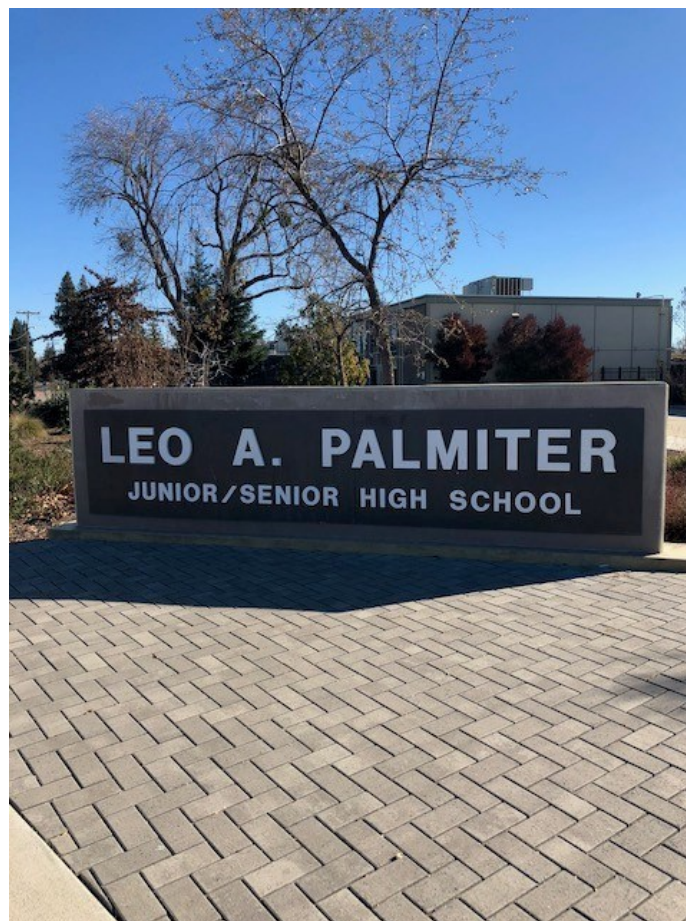
Contact Information (School Year 2018-19)

School 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
E-mail Address	lroth@scoe.net
CDS Code	34-10348-0106229

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

School Description and Mission Statement (School Year 2018-19)

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 2017-2018 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 2017-18)

Grade Level	Number of Students
Grade 7	9
Grade 8	12
Grade 9	14
Grade 10	9
Grade 11	14
Grade 12	18
Total Enrollment	76

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	39.5
American Indian or Alaska Native	1.3
Asian	1.3
Filipino	0.0
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.0
White	25.0
Socioeconomically Disadvantaged	94.7
English Learners	5.3
Students with Disabilities	100.0
Foster Youth	5.3



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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	10	9	8	52
Without Full Credential	1	1	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2018-19)

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), • Read 180 (Houghton Mifflin Harcourt Intervention) 	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	Yes	0
Science	Adopted 08/2008: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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)

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2018		
System Inspected	Repair Status	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	0.0	0.0	25.0	30.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	18.0	28.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	32	74.42	0.00
Male	28	22	78.57	0.00
Female	15	10	66.67	0.00
Black or African American	17	13	76.47	0.00
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	9	81.82	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	28	73.68	0.00
English Learners	--	--	--	--
Students with Disabilities	41	31	75.61	0.00
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	29	67.44	0
Male	28	20	71.43	0
Black or African American	17	11	64.71	0
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	9	81.82	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	25	65.79	0
English Learners	--	--	--	--
Students with Disabilities	41	28	68.29	0
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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
- Eskaton Senior Living Communities
- Goodwill Industries
- Habitat for Humanity
- Hair by Michael Jo
- Johnny Rockets
- Mobile Auto Express
- Mr. Pickles
- Nor-Cal Woodturner’s Association
- Performance Bicycle
- Sam’s Club
- Soil Born Farms
- Subway
- Sacramento Municipal Utilities District (SMUD)
- Sacramento Tree Foundation
- The Fifth String
- UC Davis Health System
- River Valley Feed Store

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	64
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	**	**	**
9	6.2		

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.

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 2018-19)

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):

Four-Year Graduation Rate and Dropout Rates

Meaningful dropout rates and four-year graduation rates cannot be calculated for classrooms at Leo A. Palmiter operated by County Offices of Education because of constraints in interpreting these calculations with highly mobile student populations.



Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	38.1	39.0	88.7
Black or African American	0.0	58.9	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	46.7	94.9
Filipino	0.0	33.3	93.5
Hispanic or Latino	50.0	30.9	86.5
Native Hawaiian/Pacific Islander	0.0	25.0	88.6
White	50.0	26.8	92.1
Two or More Races	33.3	42.9	91.2
Socioeconomically Disadvantaged	54.6	37.7	88.6
English Learners	0.0	35.3	56.7
Students with Disabilities	38.1	20.8	67.1
Foster Youth	50.0	72.2	74.1



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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	51.6	36.6	55.7	8.3	7.9	8.6	3.7	3.7	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 2018-19)

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												
Self-Contained*	10.0	8			10.0	8			10.0	8		

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.

*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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other	1	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$63,385	\$63,036	\$349	\$79,603
District	N/A	N/A	\$2,595	
Percent Difference: School Site and District	N/A	N/A	-152.6	
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	-181.3	

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 2017-18)

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)

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

2017 – 2018

Sacramento County ED Special Education

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Sacramento County ED Special Education
Street	10474 Mather Blvd.
City, State, Zip	Mather, CA 95655
Phone Number	(916)288-2380
Principal	Erik Crawford, Siobhan Dill
Web Site	www.scoe.net
CDS Code	34-1034801-06294

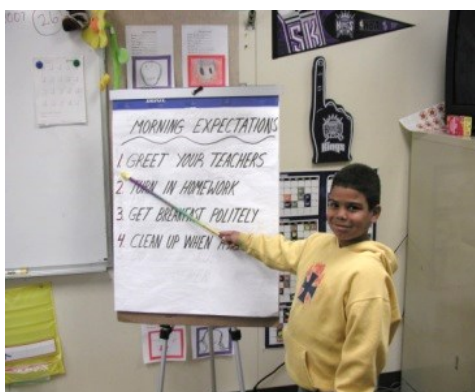
District Contact Information	
District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Web Site	www.scoe.net

School Description and Mission Statement (School Year 2018-19)

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 Siobhan Dill



School Description and Mission

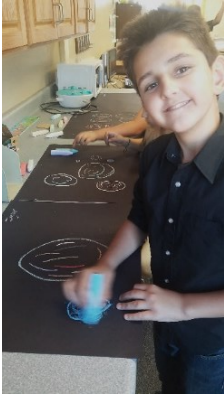
SCOE serves elementary and high school students with disabilities including Emotional Disturbance in classes located on comprehensive district campuses in the northern part of the county and in Galt. The location of these classes enables students to receive the special services they need to succeed in 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 2017-18)

Grade Level	Number of Students
Grade 1	1
Grade 2	6
Grade 3	4
Grade 4	3
Grade 5	9
Grade 6	7
Grade 10	3
Grade 11	3
Grade 12	1
Total Enrollment	37

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	29.7
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.0
White	37.8
Socioeconomically Disadvantaged	83.8
English Learners	0.0
Students with Disabilities	100.0
Foster Youth	5.4



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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6	4	4	52
Without Full Credential	0	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), • Read 180 (Houghton Mifflin Harcourt Intervention) Adopted 2017: <ul style="list-style-type: none"> • Wonders (McGraw-Hill) 	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	Yes	0
Science	Adopted 08/2008: <ul style="list-style-type: none"> • 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 12/2006 and 08/2007: <ul style="list-style-type: none"> • 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2016		
System Inspected	Repair Status	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	4.0	8.0	25.0	30.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	18.0	28.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is three 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	12	40.00	8.33
Male	24	9	37.50	0.00
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	4	36.36	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	9	45.00	11.11
English Learners	--	--	--	--
Students with Disabilities	30	12	40.00	8.33
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	12	38.71	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	4	36.36	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	9	42.86	0
English Learners	--	--	--	--
Students with Disabilities	31	12	38.71	0
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**

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.

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 2018-19)

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):

Four-Year Graduation Rate and Dropout Rates

Meaningful dropout rates and four-year graduation rates cannot be calculated for ED Special Education classrooms operated by County Offices of Education because of constraints in interpreting these calculations with highly mobile student populations.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	0.0	39.0	88.7
Black or African American	0.0	58.9	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	46.7	94.9
Filipino	0.0	33.3	93.5
Hispanic or Latino	0.0	30.9	86.5
Native Hawaiian/Pacific Islander	0.0	25.0	88.6
White	0.0	26.8	92.1
Two or More Races	0.0	42.9	91.2
Socioeconomically Disadvantaged	0.0	37.7	88.6
English Learners	0.0	35.3	56.7
Students with Disabilities	0.0	20.8	67.1
Foster Youth	0.0	72.2	74.1

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

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	26.4	28.4	25.4	8.3	7.9	8.6	3.7	3.7	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 2018-19)

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)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Self-Contained*	8.5	4			10	4			7.5	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.

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
Self-Contained*	6.5	2			6.5	2			7	1		

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.

*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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$63,385	\$63,036	\$349	\$79,603
District	N/A	N/A	\$2,595	
Percent Difference: School Site and District	N/A	N/A	-152.6	
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	-181.3	

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 2017-18)

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)

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.

SH Special Education

School Accountability

Report Card

2017 - 2018

Sacramento County SH Special Education

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Sacramento County SH Special Education
Street	10474 Mather Blvd.
City, State, Zip	Mather, CA 95655
Phone Number	(916) 228-2380
Principal	Erik Crawford, Siobhan Dill, and Carmen Walker
Web Site	www.scoe.net
CDS Code	34-1034801-06294

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

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Kindergarten	8
Grade 1	9
Grade 2	7
Grade 3	10
Grade 4	12
Grade 5	10
Grade 6	10
Grade 7	20
Grade 8	23
Grade 9	25
Grade 10	13
Grade 11	16
Grade 12	80
Total Enrollment	243

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.8
Asian	10.7
Filipino	1.6
Hispanic or Latino	40.7
Native Hawaiian or Pacific Islander	1.2
White	28.0
Socioeconomically Disadvantaged	41.6
English Learners	22.6
Students with Disabilities	100.0
Foster Youth	0.8

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	23	19	52
Without Full Credential	1	1	4	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2018-19)

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2017		
System Inspected	Repair Status	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2017	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	3.0	0.0	25.0	30.0	48.0	50.0
Mathematics (grades 3-8 and 11)	1.0	0.0	18.0	28.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	74	84.0	1.00
Male	45	36	80.0	3.00
Female	43	38	88.0	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	35	90.0	0.00
White	25	19	76.0	5.00
Socioeconomically Disadvantaged	25	23	92.0	4.00
English Learners	25	21	84.0	0.00
Students with Disabilities	88	74	84.0	1.00

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	74	84.0	0.00
Male	45	38	84.0	0.00
Female	43	36	84.0	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	35	90.0	0.00
White	25	20	80.0	0.00
Socioeconomically Disadvantaged	25	22	88.0	0.00
English Learners	25	21	84.0	0.00
Students with Disabilities	88	74	84.0	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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Dropout Rate and Graduation Rate

There are no dropouts or graduates for students in our SH 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**

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.

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 2018-19)

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):

Four-Year Graduation Rate and Dropout Rates

Meaningful dropout rates and four-year graduation rates cannot be calculated for SH Special Education classrooms operated by County Offices of Education because of constraints in interpreting these calculations with highly mobile student populations.

- High school graduation rates.

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Graduation Rate	0.0	0.0	0.0	15.0	14.3	20.8	82.3	83.8	82.7

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	8.3	7.9	8.6	3.7	3.7	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 2018-19)

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 bloodborne 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)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Self-Contained*	9	6			9.5	6			11	6		

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.

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
Self-Contained*	9	19			9	19			10	19		

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.

*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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	4	N/A
Social Worker		N/A
Nurse	4	N/A
Speech/Language/Hearing Specialist	7	N/A
Resource Specialist (non-teaching)		N/A
Other	12	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	63,385	\$63,036	\$349	\$79,603.00
District	N/A	N/A	\$2,595	
Percent Difference: School Site and District	N/A	N/A	-152.6	
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	-181.3	

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 2017-18)

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)

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 2015-17, 2016-17, and 2017-18, 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
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL**

April 16, 2019

BUSINESS SERVICES

Expenditure

MacLeod Watts, Inc.

Sacramento County Office of Education auditors require that every two years an actuarial valuation report be provided, along with an annual GASB 75 report.

Contractor will prepare an actuarial valuation report as of June 30, 2019 for the post-retirement health care programs provided to eligible Sacramento County Office of Education retirees. New GASB 75 reports for fiscal years ending in 2020 and 2021 will also be provided.

New

Dates of Service: 07/01/19 – 06/30/21

Source of Funds: General Support

\$11,150.00

FACILITIES

Barker and Associates, DBA Star Construction

At the Sly Park Center, the current performing arts platform needs to be replaced. Contractor will remove and replace the existing above-grade wood platform.

New

Dates of Service: 04/17/19 – 12/31/19

Source of Funds: General Support

\$14,950.00

RECAP

	<u>Expenditure</u>
Business Services	11,150.00
Facilities	14,950.00
TOTAL	\$26,100.00

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.:	VIII.C.1.
Enclosures:	1
Board Meeting Date:	04/16/19

Title of Grant/Contract: Career Technical Education Incentive Grant

Department/Director: CTE/CRANE/Dr. Matt Perry

Funding Source: California Department of Education (CDE), College and Career Transition Division

Amount Requested: \$100,000

Fiscal Year(s): 2019-2020

Program Description:

The California Career Technical Education Incentive Grant (CTEIG) is a state education, economic, and workforce development initiative with the goal of providing students with the knowledge and skills necessary to transition to employment and postsecondary education. For this application, SCOE has formed a 12-member consortium with Amador, Center, Elk Grove, Folsom Cordova, Galt, Natomas, River Delta, Sacramento City, San Juan, Twin Rivers, and Washington. The work of the consortium will focus on improving the instructional practices of CTE teachers via professional development, instructional coaching, and industry sector focused communities of practice.

New Positions:

None

Subcontracts:

Contracts in the amount of \$35,100 for various speakers/trainers to provide professional development workshops.

Evaluation Component:

Progress and expenditure reports will be submitted to CDE at the end of the term. SCOE will submit outcomes identified in the implementation plan.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	207,945
Source of Funds for Cash Match	CTE salaries

Funds (check boxes that apply)

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

Grant Title: Career Technical Education Incentive Grant (CTEIG)

Contact Person/Dept. /Phone #: Louise Stymeist/Career Technical Education/916-228-2347

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):		170,000	170,000
Salaries - Classified (FTE):	0		0
Temporary Employees	8,500		8,500
Employee Benefits	1,827	37,000	38,827
Books and Supplies	10,000		10,000
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect	35,100		35,100
Other Services / Operating Expenses	31,400		31,400
Communications (postage/phones)	0		0
Printing Services	5,000		5,000
Indirect % 8.90	8,173		8,173
Other:	0		0
Totals	\$100,000	\$207,000	\$307,000

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

Revised 07/15

Initials of Grants Financial Staff: sl

Date: 3/25/19

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: 3

Board Meeting Date: 04/16/19

Title of Grant/Contract: ESSA Comprehensive Support and Improvement: County Office of Education

Department/Director: Planning & Improvement/Dr. Al Rogers

Funding Source: California Department of Education/ESSA Funds

Amount Requested: \$580,737

Fiscal Year(s): 2018-2019, 2019-2020

Program Description:

The Budget Act of 2018 apportioned Every Student Succeeds Act (ESSA), Section 1003 funding to county offices of education (COEs) to provide technical assistance and support for Local Educational Agencies (LEAs) in their county that serve schools meeting the criteria for Comprehensive Support and Improvement (CSI) for the purpose of sustaining and improving student outcomes in CSI schools. School planning and LEA support and assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP), school planning processes, and differentiated assistance efforts.

The Sacramento County Office of Education (SCOE) Planning and Improvement Department will provide technical assistance and support, including review and approval of the CSI prompts in the LEA LCAP Plan Summary, to each LEA in Sacramento County that serves schools that meet the criteria for CSI.

Consistent with California's System of Support to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes, SCOE will use these funds to build LEA capacity to support their schools through meaningful engagement in the school improvement planning and improvement processes, including technical assistance activities related to the following:

- 1) Family and community engagement to inform and support continuous improvement;
- 2) Needs assessments and root cause analysis of persistently low student outcomes;
- 3) Identifying and developing evidence-based actions and interventions;
- 4) Using data to develop, implement, monitor, and evaluate the effectiveness of programs and services; and
- 5) Identify resource inequities, which may include a review of LEA- and school-level budgets.

New Positions:

Coordinator
Project Specialist II

Subcontracts:

None

Evaluation Component:

The ESSA Comprehensive Support and Improvement County Office of Education budget expenditures and services provided must be reported quarterly to the California Department of Education via the Grant Management and Reporting Tool. All funds must be encumbered, expended, and legally obligated within the dates designated. No extensions or carryover of the grant will be allowed.

Detailed Budgets Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: ESSA Comprehensive Support and Improvement County Office of Education

Contact Person/Dept. /Phone #: Dr. Al Rogers/Deputy Superintendent/Planning & Improvement/916-228-2409

Fiscal Year: 2018-2019

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits			0
Books and Supplies	500		500
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	45		45
Other:			0
Totals	\$545	\$0	\$545

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

Revised 07/15

Initials of Grants Financial Staff: MB

Date: 3/26/19

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: ESSA Comprehensive Support and Improvement County Office of Education

Contact Person/Dept. /Phone #: Dr. Al Rogers/Deputy Superintendent/Planning & Improvement/916-228-2409

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.20	158,694		158,694
Salaries - Classified (FTE): 2.20	120,213		120,213
Temporary Employees			0
Employee Benefits	89,019		89,019
Books and Supplies	500		500
Travel and Conference	2,000		2,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	161,849		161,849
Communications (postage/phones)			0
Printing Services	500		500
Indirect % 8.90	47,417		47,417
Other:			0
Totals	\$580,192	\$0	\$580,192

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director	0.20	M40	29,632	
Coordinator	1.00	M36	129,062	
Project Specialist II	1.00	M29	108,577	
Staff Secretary	0.20	23F	11,636	
Totals	2.40		\$278,907	\$0

Revised 07/15

Initials of Grants Financial Staff: hgy

Date: 3/26/19

VIII.C.2.4.

MS
15

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.:	VIII.C.3.
Enclosures:	1
Board Meeting Date:	04/16/19

Title of Grant/Contract: K-12 Strong Workforce Program – Information & Communication Technologies (ICT) Hub

Department/Director: CTE/CRANE/Dr. Matt Perry

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

Amount Requested: \$897,022

Fiscal Year(s): 2019-2020

Program Description:

The K-12 Strong Workforce Program is a state education, economic, and workforce development initiative with the goal of providing students with the knowledge and skills necessary to transition to employment and postsecondary education. For this application, the Sacramento County Office of Education (SCOE) focuses on the Information and Communication Technologies (ICT) sector, specifically with regard to implementation of connected pathways across the CCCCCO North Far North (NFN) Region. The strategies and activities in the proposal will create an ICT Hub that will support the development of new ICT pathways in rural and urban districts and continue to support emerging ICT pathways

New Positions:

None

Subcontracts:

None


Evaluation Component:

Quarterly progress and expenditure reports will be submitted to CCCCCO. SCOE will submit outcomes identified in the implementation plan.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	1,268,795
Source of Funds for Cash Match	SCOE CTE, EGUSD, 

Funds (check boxes that apply)

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

Grant Title: K12 Strong Workforce Program - Information and Communication Technologies (ICT) Hub

Contact Person/Dept. /Phone #: Louise Stymeist/Career Technical Education/916-228-2347

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 1.00	123,877	275,000	398,877
Salaries - Classified (FTE): 1.50	91,691		91,691
Temporary Employees			0
Employee Benefits	75,328	175,000	250,328
Books and Supplies	21,948		21,948
Travel and Conference	5,000		5,000
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses		818,795	818,795
Communications (postage/phones)	0		0
Printing Services	10,000		10,000
Indirect % 8.90	29,178		29,178
Other: Pass-Thru to districts	540,000		540,000
Totals	\$897,022	\$1,268,795	\$2,165,817

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	1.00	53-0040-01	123,877	
Secretary	1.00	71-0023-04	50,312	
Project Specialist I	0.50	54-0018-01	41,379	
Totals	2.50		\$215,568	\$0

Revised 07/15

Initials of Grants Financial Staff: 

Date: 3/29/19

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.4.
Enclosures:	1
Board Meeting Date:	04/16/19

Title of Grant/Contract: K-12 Strong Workforce Program – Accelerating College Transition

Department/Director: CTE/CRANE/Dr. Matt Perry

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

Amount Requested: \$372,983

Fiscal Year(s): 2019-2020

Program Description:

The K-12 Strong Workforce Program is a state education, economic, and workforce development initiative with the goal of providing students with the knowledge and skills necessary to transition to employment and postsecondary education. For this application, the Sacramento County Office of Education (SCOE) will create a week-long Counselor Summer Institute which will provide systems knowledge and understanding for K12 and Community College counselors. The goal of this application is to create a more streamlined transition system for students. A second focus of this application will be to create a CTE pathway mapping website. This resource will make high school and community college guided pathways information readily available to counselors, students, parents, and teachers.

Funds will be used to provide stipends to counselors for attending the event, and for professional support for the implementation of the Institute and the Website.

New Positions:

None

Subcontracts:

- Counselor Institute in the amount of \$45,000 to provide speakers and facilitators

Evaluation Component:

Quarterly progress and expenditure reports will be submitted to CCCCCO. SCOE will submit outcomes identified in the implementation plan.

Detailed Budget Attached

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

Cash Match Total (if applicable)	430,640
Source of Funds for Cash Match	SCOE CTE, ARC, FLC

Funds (check boxes that apply)

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

Grant Title: K12 Strong Workforce Program - Accelerating College Transition

Contact Person/Dept. /Phone #: Louise Stymeist/Career Technical Education/916-228-2347

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.00	0	142,460	142,460
Salaries - Classified (FTE): 0.00	0	133,069	133,069
Temporary Employees	0		0
Employee Benefits	0	94,111	94,111
Books and Supplies	29,858		29,858
Travel and Conference	5,000		5,000
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect	45,000		45,000
Other Services / Operating Expenses	60,000	61,000	121,000
Communications (postage/phones)	0		0
Printing Services	2,000		2,000
Indirect % 8.90	12,625		12,625
Other: Pass-Thru to districts and community	218,500		218,500
Totals	\$372,983	\$430,640	\$803,623

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

Revised 07/15

Initials of Grants Financial Staff: sl

Date: 3/29/19

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Resolution No. 19-03 – Authorizing the Temporary Interfund Transfer of Funds	Agenda Item No.: VIII.D. Enclosures: 1
Reason: Adoption	From: David W. Gordon Prepared By: Tamara Sanchez Board Meeting Date: 04/16/19

BACKGROUND:

The Board of Education is requested to adopt Resolution 19-03 – Authorizing the Temporary Interfund Transfer of County School Service Fund, Adult Education Fund, and Child Development Fund monies.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends the Board adopt Resolution No. 19-03 – Authorizing the Temporary Interfund Transfer of County School Service Fund, Adult Education Fund, and Child Development Fund monies.

SACRAMENTO COUNTY BOARD OF EDUCATION

Authorization for Temporary Interfund Transfer of Funds

Resolution No. 19-03

WHEREAS, California Education Code section 42603 provides for the governing board of any school district to direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations subject to the specified conditions; and

WHEREAS, California Education Code sections 35160 and 35160.2 together allow county boards of education to initiate activities which are not in conflict with or inconsistent with any law and which are not in conflict with the purposes for which county offices of education are established; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds of accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED the Sacramento County Board of Education adopts the authorization for fiscal year 2018-2019 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent or his designee:

1. County School Service Fund
2. Adult Education Fund
3. Child Development Fund

PASSED AND ADOPTED by the Sacramento County Board of Education during its regular Board meeting on the 16th day of April 2019 by the following vote:

AYES	_____	_____
NOES	_____	_____
ABSENT	_____	_____
ABSTAIN	_____	_____

O. Alfred Brown, Sr., Board President

David W. Gordon, Board Secretary

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Board Policy 6100 (Renumbered 6186) – Juvenile Court and Community Schools	Agenda Item No.: VIII.E. Enclosures: 4
Reason: First Reading of Board Policy Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 04/16/19

BACKGROUND:

Attached are proposed revisions to Board Policy 6100 (Renumbered 6186) – Juvenile Court and Community Schools. All proposed revisions are indicated by strikeouts and bold underlined additions.

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

- The revisions combine BP 6100 and BP 6140 into one policy and updates the policy to reflect SCOE's current practices and the law.

The Policy Committee reviewed Board Policy 6100 (Renumbered 6186) – Juvenile Court and Community Schools on December 11, 2018, February 5, 2019, and March 19, 2019 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 6100 (Renumbered 6186) – Juvenile Court and Community Schools be submitted to the Board of Education for First Reading.

DRAFT

6000 – INSTRUCTION

JUVENILE COURT AND COMMUNITY SCHOOLS

BP 6100 6186

(Page 1 of 1)

The Sacramento County Office of Education (SCOE) shall operate juvenile court schools and community schools to meet the needs of pupils throughout the region. The County Superintendent of Schools shall be responsible for the administration and operation of the schools.

SCOE's juvenile court and community schools shall address the comprehensive needs of its pupils, both academically and social-emotionally. The schools will provide pupils with core academics, career and civic education, post-secondary awareness, interventions that are aligned with education standards, and evidence-based social-emotional practices.

The schools will foster a safe and positive school climate, relevant and engaging learning experiences, positive and caring relationships, and school activities that help pupils feel connected with the schools.

The Superintendent or designee will annually provide the Board with a report on SCOE's court and community schools.

Legal Reference:

EDUCATION CODE

1980 et seq. County community schools

48645 et seq. Juvenile court schools

<u>03/22/89</u>	<u>Draft</u>
<u>05/02/89</u>	<u>First Reading</u>
<u>05/08/89</u>	<u>Revised</u>
<u>05/16/89</u>	<u>Revised</u>
<u>06/06/89</u>	<u>First Reading</u>
<u>07/11/89</u>	<u>Second Reading</u>
<u>07/11/89</u>	<u>Approved</u>
<u>12/11/18</u>	<u>Reviewed by Policy Committee</u>
<u>02/05/19</u>	<u>Reviewed by Policy Committee</u>
<u>03/19/19</u>	<u>Reviewed by Policy Committee</u>
<u>04/16/19</u>	<u>First Reading</u>

DRAFT

6000 - INSTRUCTION

JUVENILE COURT SCHOOLS

BP 6100

(Page 1 of 3)

- I. ~~The California compulsory education law calls for school attendance for all youth until the age of 18. The County Board of Education shall provide for the administration and operation of Juvenile Court Schools in juvenile halls, juvenile ranches or regional youth educational facilities.~~
- II. ~~The County Board of Education hereby provides that the County Superintendent has the responsibility to administer and operate public schools for the education of juvenile wards of the court in the County of Sacramento. These schools will be located in existing schools and programs in the Sacramento County Juvenile Hall, Warren E. Thornton Youth Center, Morgan Alternative Center, the Boys' Ranch, and at selected Community Schools Program sites. These schools are collectively named Juvenile Court and Community Schools.~~
- III. ~~The County Board of Education commits the necessary support to meet the educational needs of its unique secondary students. Such educational needs shall include counseling in self-esteem and social responsibility and schooling in basic literacy and meeting high school graduation requirements or their equivalence.~~
- IV. ~~The course of study of the Juvenile Court Schools shall be adopted by the County Board of Education and shall be guided by the State curriculum standards, frameworks, and model guides in all content areas that are required for basic literacy and for meeting high school graduation requirements or their equivalence.~~

DRAFT

6000 – INSTRUCTION

JUVENILE COURT SCHOOLS

BP 6100

(Page 2 of 3)

~~VI. Juvenile Court Schools shall be conducted in a manner as prescribed by the~~

~~County Board of Education, to include as follows:~~

~~A) A minimum school day is based on 240 minutes of instruction. A minimum school day for approved vocational education programs and work programs shall be 180 minutes of instruction.~~

~~B) The school calendar, including any days set aside for inservice staff training, must be adopted by the County Board of Education. Schools shall not be closed on any weekday during the calendar year except as determined by the County Board of Education.~~

~~C) Credits will be granted for satisfactory completion of course work requirements. Such credits will be transferred to students' home districts.~~

~~D) Plans for any juvenile court school classrooms, office, or other structures, must be approved by the County Board of Education.~~

~~VI. 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 Juvenile Court Schools. He/She will annually bring to the County Board of Education an evaluation of the program's effectiveness and a review of any changes to the administrative regulations.~~

DRAFT

6000 - INSTRUCTION

JUVENILE COURT SCHOOLS

BP 6100

(Page 3 of 3)

~~VII. The Administrative Regulations developed for the Juvenile Court Schools shall include, but not be limited to, the following procedures:~~

- ~~_____ A) admissions/enrollment~~
- ~~_____ B) expectations for student behavior~~
- ~~_____ C) courses of study~~
- ~~_____ D) instructional programs~~
- ~~_____ E) disenrollment/release~~
- ~~_____ F) testing/student information/transcripts~~
- ~~_____ G) coordination with local districts~~
- ~~_____ H) criteria for evaluation of program~~
- ~~_____ I) safety and security of students, staff, and equipment~~
- ~~_____ J) staff development~~

REFERENCE: ~~_____ Education Code Section 48645 et seq.~~

~~3/22/89 _____ Draft~~
~~5/2/89 _____ First Reading (removed prior to meeting for further revision)~~
~~5/8/89 _____ Revised~~
~~5/16/89 _____ Revised~~
~~6/6/89 _____ First Reading - resubmitted 6/20/89~~
~~7/11/89 _____ Second Reading~~
~~7/11/89 _____ APPROVED~~

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Elimination of Board Policy 6140 – Community Schools	Agenda Item No.: VIII.F. Enclosures: 3
Reason: First Reading and Proposed Elimination	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 04/16/19

BACKGROUND:

Attached is Board Policy 6140 – Community Schools for proposed elimination.

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

- The policy's subject matter is encompassed within BP 6100 (Renumbered 6186) and the law.

The Policy Committee reviewed this Board Policy 6140 – Community Schools on December 11, 2018 and February 5, 2019, 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 6140 – Community Schools, be submitted to the Board of Education for First Reading.

VIII.F.1.

COMMUNITY SCHOOLS

BP 6140

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I. General Authority

In 1977, the California Legislature authorized a county board of education to establish and maintain community schools to provide an alternate school environment for secondary school students who were having difficulty coping with traditional school setting.

II. Purpose

The County Board of Education authorizes the Community Schools Program and is committed to providing a quality program that meets the needs of the unique youth who are eligible to enroll. This program shall provide education for basic literacy and for meeting high school graduation requirements or their equivalents. Emphasis shall be placed on assisting youth to become more responsible for their behavior, set realistic goals, and improve their self-esteem.

III. Enrollment

The students eligible to enroll in the Community Schools Program are those students who meet any one of the following criteria:

- A. have been expelled from a Sacramento County school district;
- B. have been referred from a School Attendance Review Board (SARB) or hearing officers;
- C. have been referred by the probation department;
- D. have been referred from a group home;

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COMMUNITY SCHOOLS

BP 6140

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- E. have been identified by the County Board of Education as youth who would otherwise be denied an opportunity for education.

Priority will be given to students who have been referred or recommended by the Probation Department.

IV. Course of Study

The course of study of the Community Schools Program shall be adopted by the County Board of Education and shall be guided by the State curriculum standards, frameworks, and model guides in all content areas that are required for basic literacy and for meeting high school graduation requirements or their equivalents.

V. Periodic Review

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 Community Schools Program. The County Superintendent will annually bring to the County Board of Education an evaluation of the program's effectiveness and a review of any changes to the administrative regulations.

VI. Administration

The administrative regulations developed for Community Schools Program shall include, but shall not be limited to, the following:

- A. admissions/enrollment eligibility

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COMMUNITY SCHOOLS

BP 6140

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- B. expectations for student behavior
- C. courses of study
- D. instructional settings/programs
- E. disenrollment/release
- F. testing/student information/transcript
- G. coordination with local districts
- H. criteria for evaluation of program
- I. safety and security of students, staff, equipment, and facilities
- J. staff development

REFERENCE: Education Code Sections 1700, 1980, 1983, 56150

3/22/89 Draft
5/2/89 First Reading (removed prior to meeting for further revision)
5/8/89 Revised
6/6/89 First Reading - resubmitted 6/20/89
7/11/89 Second Reading
7/11/89 Approved

12/11/18 Reviewed by Policy Committee
02/05/19 Reviewed by Policy Committee
04/16/19 First Reading

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Board Policy 6146.1 – Graduation Requirements	Agenda Item No.: VIII.G. Enclosures: 5
Reason: Second Reading and Adoption of Board Policy Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 04/16/19

BACKGROUND:

Attached are proposed revisions to Board Policy 6146.1 – Graduation Requirements. 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 for clarity and to reflect the current legal standards.

The Policy Committee reviewed Board Policy 6146.1 – Graduation Requirements on December 11, 2018 and February 5, 2019, and recommended that the revised policy be presented to the Board for First Reading. The First Reading of the revised policy occurred at the March 19, 2019 Board meeting.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board of Education hear the Second Reading and adopt the proposed revisions to Board Policy 6146.1 – Graduation Requirements.

GRADUATION REQUIREMENTS

BP 6146.1

(Page 1 of 5)

~~The Sacramento County Board of Education (Board) sets forth the following basic requirements for pupils served in Sacramento County Office of Education (SCOE) programs who are candidates for a high school diploma:~~

~~To obtain a high school diploma, SCOE pupils will complete all of the following coursework in grades 9-12:~~

I. Sacramento County Office of Education (SCOE) High School Diploma Requirements:

A. To obtain a high school diploma, SCOE pupils will complete all of the following coursework in grades 9-12 (unless subject to the course exemptions and waivers described in section I.B. below):

<u>Subject</u>	<u>Number of Years</u>	<u>Semesters</u>	<u>Credits</u>
English	4 years	8 semesters	40 credits
Mathematics ¹ (Must include Algebra I or Integrated Math Level I)	2 years	4 semesters	20 credits
Physical Education (unless exempted by law)	2 years	4 semesters	20 credits
Biological Science	1 year	2 semesters	10 credits
Physical Science	1 year	2 semesters	10 credits
US History/Geography	1 year	2 semesters	10 credits
World History/Culture/Geography	1 year	2 semesters	10 credits
Economics	½ year	1 semester	5 credits
American Government/Civics	½ year	1 semester	5 credits
Visual or Performing Arts or World Language (including American Sign Language)	1 year	2 semesters	10 credits
<u>Health Education/Life Skills</u>	½ year	1 semester	5 credits

¹ At least one course or a combination of the two courses in mathematics shall meet or exceed the rigor of the content standards for Algebra I or Mathematics I. Completion of such course prior to grade 9 will satisfy the Algebra I or Mathematics I requirement, but it will not exempt a pupil from the requirement to complete two mathematics courses in grades 9-12.

GRADUATION REQUIREMENTS

BP 6146.1

(Page 2 of 5)

Career Technical Education (CTE)	½ year	1 semester	5 credits
Technology	½ year	1 semester	5 credits or pass SCOE technology assessment

Other electives as necessary to meet the minimum credit requirements.

To successfully complete the requirements for graduation and to earn a high school diploma through SCOE, a pupil will need to have a total of 220 semester credits unless exempt or deemed to have satisfied the requirement pursuant to the Education Code.

All pupils who enroll in SCOE's juvenile court and community schools will be placed at the appropriate grade level based on course credit completion in order to provide them with opportunities to successfully complete high school.

B. Course Exemptions and Waivers

In accordance with law, the Superintendent or designee shall exempt or waive **SCOE's SCOE-specific course requirements that exceed the minimum statewide graduation requirements** for **pupils who fall within the categories listed below, as those categories are defined by law:**

- 1. a foster youth, homeless youth, former juvenile court school pupil, or child of a military family, or child eligible for migrant education services (i.e., migratory child)** who transfers between schools any time after the completion of the pupil's second year of high school; **and**
- 2. a pupil participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils (i.e., a newcomer program) who is in the third or fourth year of high school.**

A qualifying pupil will be eligible for the exemption unless the pupil is reasonably able to complete the graduation requirements by the end of the pupil's fourth year of high school. The education rights holder or pupil (if 18 or over) may decline the exemption, and the pupil shall be permitted to attend a fifth year of high school if SCOE determines the pupil is reasonably able to complete SCOE's graduation requirements within that fifth year.;

GRADUATION REQUIREMENTS

BP 6146.1

(Page 3 of 5)

The Superintendent or designee shall also exempt or waive the SCOE specific course requirements for:

- 3.** a pupil who completes the statewide graduation requirements while attending a juvenile court school. The education rights holder or pupil (if 18 or over) may defer or decline the issuance of a high school diploma in order to continue to take coursework, but SCOE shall issue the diploma if it is later requested.

~~The Superintendent or designee may also grant an exemption of all or part of the Physical Education graduation requirement for incarcerated youth and for pupils who meet the requirements of applicable Education Code sections.~~

II. Alternative Credits

Because the prescribed course of study may not accommodate the needs of some pupils, the Board recognizes the following alternative means for the completion of prescribed courses in accordance with law:

- practical demonstration of skills and competencies,
- supervised work experience or other outside school experience,
- career technical education classes offered in high schools,
- courses offered by regional occupational centers or programs,
- interdisciplinary study,
- independent study, and
- credit earned at a postsecondary educational institution.

III. Certificate or Document of Educational Achievement and Honorary Diplomas

If a pupil with a disability does not qualify for a regular high school diploma, he or she may be awarded a certificate or document of educational achievement or completion provided the pupil has met one of the requirements of Education Code 56390.

The Board may confer an honorary high school diploma on a pupil who is terminally ill. The honorary diploma will be clearly distinguishable from SCOE's regular graduation diploma.

IV. Retroactive Diplomas

Any pupil who completed grade 12 in school years 2003-04 through 2014-15 and met all applicable graduation requirements other than the passage of the high school exit examination is eligible for a high school diploma.

GRADUATION REQUIREMENTS

BP 6146.1

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The Board may retroactively grant a high school diploma to a former pupil who was interned by order of the federal government during World War II or who is a honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she **the former pupil** was enrolled in a school district immediately preceding the internment or military service and he/she did not receive a diploma because his/her **the person's** education was interrupted due to the internment or military service.

The Board may retroactively grant a high school diploma to a person who unwillingly departed from California as set forth in law while enrolled in grade 12 if the person was in good academic standing and did not receive a school diploma because the departure interrupted the person's education. SCOE may consider any coursework that the pupil may have completed outside of the United States or through online or virtual courses.

The Board also may retroactively grant a diploma to a deceased former pupil who satisfies the above conditions. The diploma may be received by the deceased pupil's next of kin or other appropriate person.

In addition to the individuals referenced above, the Board may grant a diploma to a veteran who entered the military service of the United States while he/she was a SCOE pupil in grade 12 and who had completed the first half of the work required for grade 12.

Legal Reference:

EDUCATION CODE

35160, 35160.2 Authority of governing boards

48070-48070.5 Promotion and retention of pupils

48645.5 Completion of statewide requirements in court school

48645.7 Juvenile court school diploma

49701 Provisions of Interstate Compact on Educational Opportunity for Military Children

51220 Courses of study, grades 7 to 12

51224.5 Mathematics and algebra in grades 7 to 12

51225.1 Exemption from local graduation requirements

51225.3 Requirements for graduation

51225.5 Honorary diplomas

51241 Exemption from physical education

51413 Diplomas

51430 et seq. Retroactive high school diplomas

51880 et seq. Comprehensive health education

56390 Individuals with exceptional needs; certificate or document of educational achievement or completion

GRADUATION REQUIREMENTS

BP 6146.1
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TITLE 5, CALIFORNIA CODE OF REGULATIONS

1600-1651 Graduation of ~~students~~ **pupils** from grade 12 and credit toward graduation

01/24/91	Draft
08/30/93	First Reading
11/12/93	Reviewed by Legal Counsel
01/18/94	Second Reading
01/18/94	Adopted by Board
12/21/00	Draft Revisions
02/06/01	Policy Committee
02/20/01	First Reading
03/06/01	Second Reading/Approval
05/27/03	Draft Revisions
06/15/04	Policy Committee
06/15/04	Adopted by Board
10/20/09	Policy Committee
11/03/09	First Reading
11/17/09	Second Reading and Adoption
11/19/09	Distribution
03/03/15	Reviewed by Policy Committee
04/21/15	Reviewed by Policy Committee
06/09/15	Reviewed by Policy Committee
07/14/15	First Reading
08/18/15	Second Reading and Adoption (formerly BP 6150)
08/25/15	Distribution
03/20/18	Reviewed by Policy Committee
04/17/18	First Reading
05/01/18	Second Reading and Adoption
05/14/18	Distribution
<u>12/11/18</u>	<u>Reviewed by Policy Committee</u>
<u>02/05/19</u>	<u>Reviewed by Policy Committee</u>
<u>03/19/19</u>	<u>First Reading</u>
<u>04/16/19</u>	<u>Second Reading and Adoption</u>

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Elimination of Board Policy 5250 – Student Attendance	Agenda Item No.: VIII.H. Enclosures: 1
Reason: Second Reading and Proposed Elimination of Board Policy	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 04/16/19

BACKGROUND:

Attached is Board Policy 5250 – Student Attendance for proposed elimination.

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

- The policy’s subject matter is encompassed within BP 5113.2 and the law.

The Policy Committee reviewed this Board Policy 5250 – Student Attendance on December 11, 2018 and February 5, 2019, and recommended that the proposed elimination of this policy be presented to the Board for First Reading. The First Reading of the proposed elimination occurred at the March 19, 2019 Board Meeting.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board of Education hear the Second Reading and adopt the proposed elimination of Board Policy 5250 – Student Attendance.

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STUDENT ATTENDANCE

BP 5250

The Sacramento County Board of Education is allowed by law to serve, as a resident student, any individual who lives with a parent or legal guardian within the geographic boundaries of Sacramento County, as described by appropriate legal authorities and who is within the defined age range.

The Superintendent is authorized to develop agreements with the governing boards of other school districts, and county offices of education, so that the Board may provide for the education of nonresident students in district and County Office Special Education programs and may send resident students to programs maintained by other district and counties.

Student enrolled in a County Office of Education program are subject to compulsory full-time attendance. The County Board of Education recognizes that regular and punctual attendance in educational programs is an important contributory factor to student achievement. The Board encourages parents to impress upon their children the importance of such attendance. The Board also encourages the staff to be aware of student attendance problems and to provide the opportunities for discussion and resolution of such problems.

REFERENCE: California Education Codes: 46500-46502; 46510-46513; 46600-46617; 48200; 56038; 56160; 56317.

3/27/90 Draft

4/17/90 First Reading

5/1/90 Second Reading

5/1/90 Approved

5/30/90 Reviewed by Legal Counsel

12/11/18 Reviewed by Policy Committee

02/05/19 Reviewed by Policy Committee

03/19/19 First Reading

04/16/19 Second Reading and Elimination

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Board Policy 5720 – Pupil Behavior Intervention and Discipline	Agenda Item No.: VIII.I. Enclosures: 4
Reason: Second Reading and Adoption of Board Policy Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 04/16/19

BACKGROUND:

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

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

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

The Policy Committee reviewed Board Policy 5720 – Pupil Behavior Intervention and Discipline on October 16, 2018, and recommended that the revised policy be presented to the Board for First Reading on November 13, 2018. At Second Reading, December 11, 2018, the Board of Education sent it back to the Policy Committee. The Policy Committee reviewed the revised policy on February 5, 2019, and recommended that it be presented to the Board for First Reading. The First Reading of the revised policy occurred at the March 19, 2019 Board Meeting.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Education hear the Second Reading and adopt the proposed revisions to Board Policy 5720 – Pupil Behavior Intervention and Discipline.

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5000 – STUDENTS

PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

BP 5720

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

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting pupil misbehavior at SCOE's schools. The strategies shall focus on providing pupils with needed skills and supports, communicating clear, appropriate, and consistent expectations, and consequences for pupil conduct. The strategies will aim to help pupils develop positive behavior, reduce pupil misbehavior, and help pupils correct and repair harm caused by their misbehavior, as appropriate.

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

SCOE's staff shall enforce disciplinary rules in accordance with SCOE's nondiscrimination policies and will strive to avoid implicit bias that can lead to disproportionate suspensions.

SCOE's staff will analyze and periodically report to the Board on implementation of this policy.

Legal References:

EDUCATION CODE

1981-1981.5 Enrollment of pupils in community school

48900-48927 Suspension and expulsion

52060-52077 Local control and accountability plan

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PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

BP 5720

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TITLE 20, UNITED STATES CODE

1415 Individuals with Disabilities Education Act – procedural safeguards

TITLE 34, CODE OF FEDERAL REGULATION

300.530-300.537 Discipline procedures

10/10/90	Draft
05/17/93	Revision
11/17/99	First Reading
12/01/99	Second Reading
12/01/99	Approval
02/21/03	Draft Revisions
03/20/03	Reviewed by Legal Counsel
04/15/03	Policy Committee
05/06/03	First Reading
05/20/03	Second Reading
05/20/03	Approval
05/22/03	Distribution
<u>10/16/18</u>	<u>Reviewed by Policy Committee</u>
<u>11/13/18</u>	<u>First Reading</u>
<u>12/11/18</u>	<u>Second Reading</u>
<u>02/05/19</u>	<u>Reviewed by Policy Committee</u>
<u>03/19/19</u>	<u>First Reading</u>
<u>04/16/19</u>	<u>Second Reading and Adoption</u>

DRAFT

5000 – STUDENTS

SUSPENSION AND EXPULSION OF STUDENTS

BP 5720

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

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

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

A. All Students:

1. Suspension

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

2. Expulsion

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

B. Special Provisions For Students With Exceptional Needs:

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

1. Suspension

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

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5000 – STUDENTS

SUSPENSION AND EXPULSION OF STUDENTS

BP 5720

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2. Expulsion

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

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

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

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

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

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Administrative Rules and Regulations 5720 – Pupil Behavior Intervention and Discipline	Agenda Item No.: VIII.J. Enclosures: 18
Reason: Informational	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 04/16/19

BACKGROUND:

The Sacramento County Office of Education (SCOE) and the Sacramento County Superintendent of Schools have revised the attached Administrative Rules and Regulations (ARR) 5720 – Pupil Behavior Intervention and Discipline. The revisions update the ARR to reflect current law and SCOE's disciplinary practices and philosophy.

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

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SUSPENSION AND EXPULSION OF STUDENTS PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

ARR 5720
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The Sacramento County Office of Education (SCOE) proactively implements various interventions and programs to preemptively address behavior issues and help pupils succeed. In the event interventions are not successful, a pupil enrolled in a program operated by SCOE may be subject to discipline for violation of Education Code sections governing pupil conduct. To the extent possible, staff shall use disciplinary strategies that keep pupils in school and participating in the instructional program.

A. Evidence-Based Behavioral Prevention and Interventions

Teachers and administrators shall work together to implement evidence-based preventions and interventions in their classrooms to promote positive behaviors and in lieu of immediate suspension. Strategies include utilizing activities and lessons that engage pupils, implementing effective classroom management, and creating a positive climate. The learning environment should contain clear and consistent expectations, and foster mutual respect. Strategies shall be geared toward helping pupils find acceptable ways to express frustrations, respond to directions, understand the impact of their behavior, and to develop the social emotional skills needed to be productive people in society.

1. Interventions

Schools should implement a positive behavior support approach with tiered interventions to address negative behaviors that are not resolved through prevention strategies. Common interventions include, but are not limited to:

- a. Conference (including teleconference) with parent or guardian, pupil, and school personnel as a proactive measure or as a means to redirect;
- b. Check-in or redirect with a transition specialist, site counselor, teacher-in-charge, principal, or probation, as appropriate.
- c. Restorative circles or other restorative practices;
- d. Informal conference conducted by principal or designee with pupil, parent or guardian, and other appropriate persons;

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SUSPENSION AND EXPULSION OF STUDENTS PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

ARR 5720
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- e. Referral to or enrollment in counseling or other behavioral health programs;
- f. Programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with community partners;
- g. Participation in a program for teaching prosocial behavior or anger management;
- h. Conference with assistant superintendent or designee, principal, parent or guardian, pupil, and other appropriate persons to assess the pupil's behavior and develop an intervention plan to address it. (See, Ed. Code, § 48900.5.)

B. Intervention, Discipline and Removal from the Classroom

A pupil's commission of any of the acts enumerated within the scope of Education Code sections 48900 et. seq. shall be addressed through interventions to the extent possible, and subject to discipline in the event interventions are not successful.

1. Teacher's Suspension of a Pupil from Class

Except as otherwise noted below, suspension should be preceded by the documented implementation of interventions, including those discussed above. Suspension should be used as a last resort.

- a. When a pupil's behavior threatens the safety of pupils or staff, it may be reasonable to suspend a pupil without employing interventions.
- b. When removing a pupil from class, the teacher shall ask the pupil's parent or guardian to participate in a parent-teacher conference as soon as possible regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the teacher or parent or guardian so requests.
- c. The teacher of any class from which a pupil is suspended shall make every effort to provide the pupil with assignments and tests missed during the removal and require the pupil to complete them.

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SUSPENSION AND EXPULSION OF STUDENTS PUPIL BEHAVIOR INTERVENTION AND DISCIPLINE

ARR 5720
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- d. A teacher may request that the parent or guardian of a suspended pupil attend a portion of a school day in the pupil's classroom. When a teacher makes this request, the principal shall send the parent or guardian a written notice.

(See, Ed. Code, §§ 48900.1, 48900.5, 48910, 48913.)

2. Suspension by Assistant Superintendent, Principal, or Principal's Designee

- a. Except as otherwise provided, suspension shall be preceded by a conference conducted by the assistant superintendent, principal or designee with the pupil and, whenever practicable, the teacher, supervisor, or other school employee who referred the pupil to the principal. At the conference:
 - i. the pupil shall be informed of the reason for the disciplinary action, including the other means of corrections that were attempted before the suspension, and the evidence against the pupil; and
 - ii. the pupil shall be provided an opportunity to be heard and present the pupil's side of the story.
- b. If the assistant superintendent, principal or designee determines that an emergency situation exists, the conference described above may be omitted. An "emergency situation" involves clear and present danger to the lives, safety or health of pupils or personnel.

If a pupil is suspended without this conference, both the pupil and parent or guardian shall be notified of the pupil's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the pupil waives the right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the pupil is physically able to return to school.

- c. At the time of a suspension, a school employee shall make a reasonable effort to contact the parent or guardian by telephone or in person. Whenever a pupil is suspended, the parent or guardian shall be notified in writing of the suspension. (See, e.g., Ed. Code, § 48911.)

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- d. If a pupil is suspended, the teacher and/or principal will consider steps necessary to facilitate the pupil's successful return to the program.

C. Removal from SCOE Programs or Schools

1. If a pupil has allegedly committed an offense for which removal from a SCOE school site appears to be mandated or appropriate given the totality of the circumstances, the assistant superintendent, principal, or designee shall:
 - a. Provide notice to the parent or guardian and pupil of the specific facts related to the pupil's offense and the relevant Education Code provisions and SCOE policies;
 - b. Notify the parent or guardian and pupil that legal counsel or an advocate may participate on behalf of the pupil in a meeting to discuss the allegations;
 - c. Conduct a timely meeting with the parent or guardian and pupil and allow them to present evidence on the pupil's behalf;
2. Upon finding that a pupil has committed an offense warranting removal from a SCOE school site, the assistant superintendent, principal, or designee shall do the following:
 - a. Conduct a meeting with the parent or guardian and pupil to discuss appropriate placement options, which may include:
 - i. Placement in another program operated by SCOE, if available;
 - ii. Placement through the home district;
 - iii. Placement in a charter school, if available.
 - b. Inform probation and law enforcement as appropriate;
 - c. Consider providing a referral for community resources as appropriate, including behavioral and mental health services;

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D. Discipline of Pupils with Disabilities

A pupil identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same intervention and discipline as pupils without disabilities except as specified in this section.

Any discipline of a pupil with a disability that is a change in placement must comply with federal and state requirements relating to the placement of a pupil with a disability, which include a manifestation determination review and Individual Education Program (IEP) Team meeting. (34 CFR § 104.35(a); 34 CFR §§ 300, 523; 20 U.S.C. § 1415(k)). A change of placement may be deemed to occur if the suspension is for more than 10 consecutive days, or if the pupil is subject to a series of removals for substantially similar behavior that total more than 10 school days. (34 CFR §§ 300.530, 300.536)

If a pupil is suspended for more than 10 school days in the same year or commits an offense warranting removal from a SCOE program or school, the pupil's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the pupil to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the pupil's IEP, and to address the pupil's behavior violation so that it does not recur. (20 USC § 1412; 34 CFR § 300.530.)

E. Discipline of Foster Youth and Pupils Experiencing Homelessness

As appropriate, in order to support foster and homeless youth, the principal or designee should notify members of the pupil's support network regarding interventions and disciplinary actions. Such members may include the foster parent, social worker, education rights holder, attorney, or homeless liaison.

If a manifestation determination review is required, the foster youth's attorney, social worker, and education rights holder, or homeless liaison (for pupil's experiencing homelessness) as appropriate, shall be invited to participate in the IEP meeting.

(See, e.g., Ed. Code, §§ 48915.5, 48918.1.)

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Consistent with Public Law 103-382, commonly referred to as the “Gun-Free Schools Act of 1994”, California Education Code and the Board Policy of the Sacramento County Office of Education (BP 5720), a student enrolled in a program operated by the Sacramento County Office of Education may be recommended for suspension and/or expulsion for violation of those Education Code sections governing student discipline.

1.0 Clarification of Local Education Agency Responsibility

For the purposes of clarification, the Local Educational Agency (LEA) responsible for processing the expulsion recommendation for a student is as follows:

- 1.1 the “school district of residence” shall be responsible for processing the recommendation of the Sacramento County Office of Education (SCOE) County Superintendent and/or administrative designee, principal, or principal designee for a student expulsion for those district students who are enrolled and placed in an educational program operated by the Sacramento County Office of Education. (i.e. Special Education or Regional Occupational Program)
- 1.2 the Sacramento County Office of Education shall be the LEA responsible for processing the recommendation for expulsion, for those students enrolled in the County Community Schools program (Note: please see SCOE Board Policy 5114.1 for clarification) who:
 - 1.21 have been expelled from their school district of residence and are currently under an expulsion order from its school district of residence; and
 - 1.22 have a Student Rehabilitation Plan.

2.0 Sacramento County Office of Education as L.E.A.

When a student enrolled in the SCOE County Community Schools program violates any provision of the Education Code requiring a recommendation of the SCOE principal for expulsion, as required by law, such a recommendation shall be forwarded to the Sacramento County Superintendent of Schools or his/her designee for processing. (Note: Please see Board Policy and Administrative Rules and Regulations 5114.1 for the specific process and procedures.)

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3.0 — Student Due Process

~~As provided in law, students facing suspension and a recommendation for expulsion shall be provided with fair and equitable treatment by affording them their due process rights under the law.~~

~~The Superintendent or designee shall comply with procedures for notices as specified in administrative regulation and law.~~

4.0 — Commission of Acts: Suspension or Expulsion

~~Students may be subject to suspension or expulsion for committing any of the acts listed below and shall be suspended and/or expelled when required by law:~~

- ~~4.1 — caused, attempted to cause, or threatened to cause physical injury to another person. (Ed. Code, § 48900 (a))~~
- ~~4.2 — possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Ed. Code, § 48900 (b))~~
- ~~4.3 — unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in the Health and Safety code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Ed. Code, § 48900 (c))~~
- ~~4.4 — unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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, alcohol beverage or intoxicant. (Ed. Code, § 48900 (d))~~
- ~~4.5 — committed or attempted to commit robbery or extortion. (Ed. Code, § 48900 (e))~~
- ~~4.6 — caused or attempted to cause damage to school property or private property. (Ed. Code, § 48900 (f))~~

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- ~~4.7 stole or attempted to steal school property or private property. (Ed. Code, § 48900 (g))~~
- ~~4.8 possessed or used tobacco or any 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 restriction shall not prohibit a student from using or possessing his/her own prescription products. (Ed. Code, § 48900 (h))~~
- ~~4.9 committed an obscene act or engaged in habitual profanity or vulgarity. (Ed. Code, § 48900 (i))~~
- ~~4.10 unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Ed. Code, § 48900 (j))~~
- ~~4.11 disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school officials, or other school personnel engaged in the performance of their duties. (Ed. Code, § 48900 (k))~~
- ~~4.12 knowingly received stolen school property or private property. (Ed. Code, § 48900 (l))~~
- ~~4.13 possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Ed. Code, § 48900 (m))~~
- ~~4.14 committed or attempted to commit a sexual assault as defined in Penal Code 261, 266(c), Penal code 286, 288(a) or 289, or committed a sexual battery as defined in Penal Code 243.4. (Ed. Code, § 48900 (n))~~
- ~~4.15 harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. (Ed. Code, § 48900 (o))~~
- ~~4.16 unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma. (Ed. Code, § 48900 (p))~~

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- ~~4.17 committed sexual harassment as defined in Education Code 212.5. (Ed. Code, § 48900.2)~~
- ~~4.18 caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5. (Ed. Code, § 48900.3.) (Note: as defined, “hate violence” under Penal Code 422.6, 422.7 or 422.75 means such acts including injuring or intimidating another person, interfering with the exercise of a person’s civil rights, or damaging a person’s property because of the person’s race, color, region, ancestry, national origin, disability, gender or sexual orientation~~
- ~~4.19 willful interference with or threatening another person’s personal property rights due to his/her race, ethnicity, national origin, religion, disability, or sexual orientation. (Ed. Code, § 48900.3)~~
- ~~4.20 intentionally harassed, threatened or intimidated school district personnel or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invalidating student rights by creating an intimidating or hostile educational environment. (Ed. Code, § 48900.4.)~~

5.0 Scope of Responsibility

~~A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances. (Ed. Code, § 48900)~~

- ~~5.1 while on school grounds~~
- ~~5.2 while going to or coming from school~~
- ~~5.3 during the lunch period, whether on or off the school campus~~
- ~~5.4 during, going to, or coming from a school-sponsored activity.~~

6.0 Teacher Suspension

~~A SCOE teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in “Grounds for Suspension and Expulsion.” [EC 48910]~~

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~~6.1—When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal/designee for appropriate action. The student shall be appropriately supervised during the class period(s) from which he/she has been removed.~~

~~6.2—A teacher may also refer a student to the principal or designee for consideration of suspension from school.~~

~~6.3—As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal; a counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so request.~~

~~6.4—A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.~~

~~6.5—The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.~~

~~6.6—A teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's presence is pursuant to law. This only applies to a parent or guardian who is actually living with the student.~~

7.0—Suspension by Superintendent, Principal, or Principal's Designee

~~The County Superintendent and/or administrative designee, principal, or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Ed. Code, § 48911)~~

~~The County Superintendent or designee, principal, or principal's designee shall immediately suspend any student found at school or at a school activity to be: (Ed. Code, § 48915)~~

~~7.1—possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;~~

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~~7.2 brandishing a knife, as defined in Education Code 48915(g), at another person;~~

~~7.3 unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058;~~

~~NOTE: AB 2720 (Chapter 1052, Statutes of 1996) amended Education Code 48915 to add sexual assault and sexual battery at school or a school activity to the list of offenses which require a student's immediate suspension. Education Code 48915 also requires that students be expelled for this offense (see section 15.0 of the Administrative Rules and Regulations, "Mandatory Expulsion.")~~

~~7.4 committing or attempting to commit a sexual assault or committing a sexual battery as defined in item 4.14.~~

~~Suspension also may be imposed upon a first offense if the Superintendent and/or administrative designee, principal or designee determines the student violated items 4.1 through 4.5 listed in "Commission of Acts: Suspension or Expulsion," Section 4.0 of these Administrative Rules and Regulations, or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Ed. Code, § 48900.5)~~

~~A student may be suspended from school for not more than 20 school days in any school year, unless, for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Ed. Code, §§ 48903, 48912)~~

8.0 Informal Conference

~~Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Ed. Code, § 48911 (b))~~

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~~This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or student personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two 2 school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Ed. Code, § 48911 (c))~~

9.0 — Administrative Actions

~~All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.~~

~~A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent and/or administrative designee.~~

10.0 — Notice to Parents/Guardians

~~At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Ed. Code, § 48911 (b))~~

~~This notice shall state the reasons for suspension and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.~~

11.0 — Parent/Guardian Conference

~~Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. (Ed. Code, § 48914)~~

~~While the parent/guardian is required to respond without delay to a request for a conference about a student’s behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend.~~

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~~12.0 Extension of Suspension~~

~~If the County Superintendent and/or administrative designee are considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester, the Superintendent or designee will contact the school district of residence and notify them in writing. (Ed. Code, § 48911 (g))~~

~~Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the County Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Ed. Code, § 48911)~~

~~13.0 Authority to Expel~~

~~As cited in Education Code section 48915, upon the recommendation of the school principal, the district superintendent, or administrative panel, the district governing board may order a student to be expelled, as required by law, if found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."~~

~~**NOTE:** Education Code 48915 requires a finding as described below for all expulsions other than those listed under section 14.0, "Mandatory Recommendation" and section 15.0, "Mandatory Expulsion" of these Administrative Rules and Regulations.~~

~~The district governing board also may order a student expelled for any of the acts listed above under "Commission of Acts: Suspension or Expulsion" upon recommendation by the principal, district superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Ed. Code, § 48915 (b) and (e))~~

~~13.1 That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.~~

~~13.2 That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.~~

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~~14.0 Mandatory Recommendation for Expulsion~~

~~Unless the principal, department director or assistant superintendent finds that expulsion is inappropriate due to particular circumstances, the principal, department director, assistant superintendent or designee shall recommend a expulsion for any of the following acts:~~

~~(Ed. Code, § 48915 (a))~~

~~14.1 causing serious physical injury to another person, except in self-defense;~~

~~14.2 possession of any knife as defined in Education Code 48915 (g), explosive or other dangerous object of no reasonable use to the student;~~

~~14.3 unlawful possession of any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis;~~

~~14.4 robbery or extortion;~~

~~14.5 assault or battery, as defined in Penal Code 240 and 242, upon any school employee.~~

~~15.0 Mandatory Recommendation and Mandatory Expulsion~~

~~The principal, department director, assistant superintendent or designee shall recommend that the County Superintendent expel any student found at school or at a school activity to be (Ed. Code, § 48915 (c)):~~

~~15.1 possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;~~

~~15.2 brandishing a knife as defined in Education Code 48915(g) at another person;~~

~~15.3 unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058;~~

~~15.4 committing or attempting to commit a sexual assault or committing a sexual battery as defined in item 4.14 "Grounds for Suspension and Expulsion".~~

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Upon finding that the student committed any of the above acts, the district governing board shall expel the student. (Ed. Code, § 48915)

16.0 Suspension and Expulsion of Student with Exceptional Needs (Ed. Code, § 48915.5)

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

~~16.1 Pursuant to any of the reasons enumerated in Education Code section 48900 and Education Code section 48900.5, a non-handicapped student may be suspended for no more than ten (10) consecutive days. (Ed. Code, § 48915.5; 34 C.F.R. § 300.519)~~

~~16.2 The procedures for the expulsion of an individual with exceptional needs are different than the expulsion procedures for non-handicapped student. The expulsion of an exceptional student is a substantive change in educational placement, and as such, must comply with Federal and State requirements relating to the placement of individuals with exceptional needs, which includes an assessment and convening of a manifestation determination review, Individual Education Program (IEP) Team meeting. (34 C.F.R. § 104.35(a); 34 C.F.R. §§ 300, 523; 20 U.S.C. § 1415 (k))~~

~~The IEP Team must determine, in relationship to the behavior subject to disciplinary action, that:~~

~~16.21 the child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided and were consistent with the child's IEP and placement~~

~~16.22 the child's disability did not impair the child's ability to understand the impact and consequences of the behavior subject to disciplinary action~~

~~16.23 the child's disability did not impair the child's ability to control the behavior subject to disciplinary action. (Ed. Code, § 48915.5) (34 C.F.R. §§ 300, 524; 20 U.S.C. 1415 (k))~~

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

~~16.3 If an exceptional student from a school district is enrolled in a SCOE operated program, and the student has violated a section of Education Code 48900 et seq. and the disciplinary action involves suspension (or expulsion) of more than 10 days, the following must occur:~~

~~16.31 the parents are notified on the same day the disciplinary action is taken and are provided with their due process rights and procedural safeguards;~~

~~16.32 an IEP meeting is held within 10 business days after first removing the child pupil for more than 10 school days or commencing a removal that constitutes a change in placement, to consider if the behavior was a manifestation of the student's disability and if placement was appropriate;~~

~~16.33 a functional assessment plan and behavior intervention plan is developed to address the behavior that resulted in the suspension if such assessment/intervention was not previously completed~~

~~16.34 the student is subject to disciplinary action ONLY if the IEP Team finds, in relationship to the behavior subject to disciplinary action, the behavior was not a manifestation of the disability; the student's placement was appropriate and a behavior plan or strategy was developed, as described in sections 16.31, 16.32, and 16.33 above.~~

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~~16.35 the outcome of the IEP Team meeting, with the local school district representative in attendance as a member of the IEP Team, shall be provided to the school district for future action and or placement in an appropriate educational program as required.~~

~~17.0 Student's Right to Expulsion Hearing~~

~~NOTE: Education Code section 48918 mandates the establishment of rules and regulations governing procedures for the expulsion of students. The timelines of Education Code 48918 must be strictly followed; failure to do so can result in loss of the district's power to act. (Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807). In calculating timelines, districts should also be aware of the difference between the calculation of "school days" and "calendar days" under Education Code 48918.~~

~~The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or assistant superintendent or designee determines that one of the acts listed under section, "Commission of Acts: Suspension and Expulsion" has occurred. (Ed. Code, §48918 (a))~~

~~18.0 Notifications to Law Enforcement Authorities~~

~~NOTE: Education Code section 48902 provides that willful failure to make the notifications described below is punishable by a \$500 fine.~~

~~Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code section 245. (Ed. Code, §48902.)~~

~~The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code sections 626.9 and 626.10. (Ed. Code, § 48902.)~~

~~Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code section 48900 (c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind.~~