



Sacramento County Board of Education
Regular Meeting

Tuesday / June 25, 2019 / 6:30 P.M.

PLEASE NOTE:

Closed Session will begin at 5:00 p.m.
Conference Room A

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, June 25, 2019

Closed Session: 5:00 p.m. Pursuant to Government Code Section 54957(b)
Personnel – Superintendent’s Evaluation and
Contract (other than compensation)

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. No Approval of Minutes
- 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 Honorable Associate Justice Ronald B. Robie – June 2019 County Civic Learning Champion Award – David W. Gordon**

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.

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VIII. New Business

- A. Adoption of Consent Agenda – David W. Gordon
 - 1. Accept Report on Personnel Transactions – Coleen Johnson
 - 2. Award Diplomas to Court School, Community School, and Special Education Students – Dr. Matt Perry/Michael Kast
 - 3. Accept Donation to the Operation Recognition Program – Tim Herrera
 - 4. Approval of SCOE’s LCAP Federal Addendum – Dr. Matt Perry
- B. Approval of Contracts – Tammy Sanchez
- C. No Grant Applications/Service Contracts
- D. Adoption of the SCOE 2019-2020 Local Control and Accountability Plan – Dr. Matt Perry/Dr. Nancy Herota/Michael Kast
- E. Approval of the 2018-2019 Budget Revision No. 3 – Tammy Sanchez
- F. Adoption of the 2019-2020 Proposed Budget – Tammy Sanchez
- G. Establish July 9, 2019 as the 2019-2020 Annual Organizational Meeting Date – David W. Gordon
- H. Second Reading and Adoption of Revisions to Board Policy 5121 – Pupil Achievement – Policy Committee
- I. Second Reading and Adoption of Revisions to Board Policy 6173 – Homeless Education – Policy Committee
- J. Informational Item: Elimination of Administrative Rules and Regulations 5121 – Student Achievement
- K. Informational Item: Revisions to Administration Rules and Regulations 6173 – Homeless Education
- L. Informational Item: 2019-2020 Annual Report: LCAP and Differentiated Assistance – Dr. Al Rogers/Dr. Nancy Herota
- M. Informational Item: Report on the 2018-2019 Professional Learning Annual Report – Dr. Al Rogers

IX. Board Reports, Comments, and Ideas

- A. Board Members
- B. Board President
- C. Committees

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- X. Items for Distribution
 - A. June/July Events
 - B. June/July Site Visits

- XI. Schedule for Future Board Meetings
 - A. July 9, 2019 – Annual Organizational Meeting

- XII. Adjournment

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: June 2019 County Civic Learning Champion Award	Agenda Item No.: VII.A. Enclosures: 0
Reason: Action	From: David W. Gordon Prepared By: Carla Miller Board Meeting Date: 06/25/19

BACKGROUND:

Ronald B. Robie, Associate Justice of the California Court of Appeal, Third Appellate District, has a long-time passionate commitment to promoting civic learning for young people. The Third District Court of Appeal has been a supporter in judging the Moot Court competitions for 20 years. Justice Robie’s involvement with the Gordon D. Schaber Sacramento County Moot Court Competition, and his dedication of his personal time to ensure students in our region strongly understand government and civic institutions have been exemplary. Justice Robie is a founding member of Sacramento County’s Civic Learning Partnership, which involves the education, business, and judicial sectors. His participation in this partnership has been vital to ensuring that school districts and students have a positive relationship with the court system. He is truly passionate about student success in academic and civic life and is a great role model for other community leaders to emulate. Justice Robie was the unanimous choice to receive this recognition.

SCOE is honored to celebrate his contributions to civic education in Sacramento County.

SUPERINTENDENT'S RECOMMENDATION:

It is recommended that the Board approve commendation of Justice Robie as the Sacramento County Office of Education’s Civic Learning Champion for 2019, and that the Board present him with an award of recognition.

SACRAMENTO COUNTY OFFICE OF EDUCATION
 PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting – June 25, 2019

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Classified	Business Services	Franz, Jon	Prob.	Financial Analyst 8 h/d 5 d/w 244 d/y PC# 000166	Business Services	06/03/19	CL-32-D
Classified	Special Education	Pifer, Cynthia	Prob.	Para Educator – SH 6 h/d 5 d/w 185 d/y PC# 170034	Special Education	08/12/19	CL-17-A

SUBSTITUTES/TEMPORARY APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date / Duration
Classified	Sly Park	Hartke, Carol	Temporary Assignment	Cook	Sly Park	05/05/19, 05/23/19 and 2019-2020 school year
Classified	Sly Park	Nance, Tammi	Temporary Assignment	Cook	Sly Park	2019-2020 school year
Classified	Special Education	Parker, Alicia	L/Term	Para Educator	Special Education	05/31/19
Classified	Sly Park	Ravens, Emily	L/Term	Cafeteria Assistant and Maintenance Custodian	Sly Park	2018-2019 school year
Classified	Sly Park	Young, Brittany	Temporary Assignment	Cook	Sly Park	05/20/19, 05/24/19 and 2019-2020 school year

LEAVES OF ABSENCE

Group (Mgmt/Cert/Class)	Type	Name	Status	Classification	Location	Effective Date / Duration
Classified	Parental Bonding Leave	Briggs, Tiressa	Perm.	Court and Community Schools, Transition Specialist	Gerber High School Community School	08/12/19-08/16/19

SEPARATIONS

Group (Mgmt/Cert/Class)	Type	Name	Classification	Location	Effective Date	Reason for Leaving
Certificated	Retirement	Gibson, Frances	Curriculum Specialist	Curriculum and Instruction / Mathematics	10/02/19	Retirement
Classified	Retirement	Collier, Alyson	Coordinator, Education Homeless Children & Youth	Foster Youth and Homeless Services	06/30/19	Retirement

R E C A P

	Management	Certificated	Classified	Total
Regular Appointments	0	0	2	2
Substitutes/Temporary Appointments	0	0	5	5
Leaves of Absence	0	0	1	1
Separations	0	1	1	2
TOTAL	0	1	9	10

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
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Subject: Award of Diplomas	Agenda Item No.: VIII.A.2. Enclosures: 1
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 06/25/19

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

Habeel Ghafari
Francesca Gonzalez
Ariana Alexis Gumataotao
Anthony Jones
Jaleec Pino
Kaysha Williams

North Area Community School

Emanuel Armas
Jaedan Gabriel Barnes
Antwanee Brooks
Cecilia Georjina Beltran
Marquis Cartes Davis
Isaiah Elias Garcia
Ulises Gonzalez
Isaiah J. Gradney
Shalea Kim Holmes
Ashonti Lorraine Houston
John Marcus Legrande
Skya Munyer
Dominique Julius Nelson
Al'Awnie Littledeer O'Con
A'Kelah A. Rooney
Savannah Tolo
Steven Craig Williams
Lavina L. Yazzie

Gerber Jr./Sr. High School
Preston Chew
Jacqueline Galvan
Stephanie Delis Padilla-Jimenez
Jordan Craig Scott
Dominik Sila

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
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Subject: Donation to Operation Recognition Scholarship	Agenda Item No. VIII.A.3. Enclosure: 0
Reason: Accept Donation	From: David W. Gordon Prepared By: Tim Herrera Board Meeting Date: 06/25/19

BACKGROUND:

Every year, SCOE honors the many contributions of local veterans who left high school to serve in the U.S. military during World War II, the Korean War or the Vietnam War through the Operation Recognition program. For the past several years, a high school student from Sacramento County has attended the diploma ceremony to read his or her essay, which was selected as the winner of a scholarship contest sponsored by a local VFW Post.

SAFE Credit Union agreed to sponsor the 2019 Operation Recognition Essay Scholarship Program. Amanda Merz, SAFE's Community Advocacy and Engagement Manger, provided a \$500 donation on behalf of SAFE to be used to provide one award scholarship to the winner of the Operation Recognition Essay Scholarship Program.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board accept the \$500 donation from SAFE Credit Union as a sponsor for the Operation Recognition Essay Scholarship Program.

SACRAMENTO COUNTY BOARD OF EDUCATION

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Subject: SCOE's LCAP Federal Addendum	Agenda Item No.: VIII.A.4. Enclosures: 22
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Board Meeting Date: 6/25/19

BACKGROUND:

Each Local Education Agency (LEA) must submit a local board approved ESSA LCAP Federal Addendum to the California Department of Education (CDE) to meet Federal Local Education Agency (LEA) Plan requirements for receipt of federal funds under the following categories of the Every Student Succeeds Act (ESSA) beginning in the 2018-2019 school year.

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title I, Part D: Delinquent
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers, Principals, or Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants

The Addendum must address specified federal provisions for receipt of these funds. Approval of the Federal Addendum, with the Consolidated Application for Funding Categorical Aid Programs, and the Local Control and Accountability Plan (LCAP), is required for all location education agencies as a condition of receipt of the federal program funds identified above.

The LCAP Federal Addendum provides LEAs with the opportunity to align program services to maximize the impact of federal investments to support underserved student groups. Implementing ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the state's Local Control Funding Formula (LCFF) to ensure the most effective use of state and federal resources for underserved student populations.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board approve SCOE's LCAP Federal Addendum.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Sacramento County Office of Education

CDS code:

34103480000000

Link to the LCAP:

(optional)

https://www.scoe.net/lcap/Documents/scoe/2019/scoe_lcap.pdf

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title I, Part D
Title III, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Sacramento County Office of Education's (SCOE) student programs provide services to students who need more than a traditional school program can offer. SCOE's court and community schools serve students who need supports not commonly found within traditional middle or high schools. SCOE is directly responsible for serving expelled youth and incarcerated youth. SCOE also provides a high-quality alternative education to students and families seeking a smaller school environment through a district or probation referral. Our students are predominately low income and often have needs that extend beyond routine school services. We serve foster youth, youth who are experiencing homelessness or who are in temporary housing, and a growing population of English learners. Our Special Education Program provides services to students referred from local school districts. SCOE provides Special Day Class programs on district and community sites for students with severe disabilities, 5-22 years of age, and students K-12 with emotional disturbance, as well as an inclusive preschool program in collaboration with local Head Start program sites.

We have integrated Title I and Title III funds into our 2019-20 LCAP to demonstrate how we will supplement and enhance our programs to support both our students who are not meeting grade level standards and our English learners. Additional instructional staff provide intervention support services through one-on-one supports and in-class scaffolding techniques. English learner services are provided through classroom instructional support and coaching of the ELD framework to support integrated and designated English language development. Family outreach, non-profit partnerships that help prepare students for college and career, and mental health supports have been expanded through additional supplemental coordinated services provided by transition specialists, non-profit experts and school administrative staff.

All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning initiatives. Schools Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions are monitored through evaluation protocols and annual program/budget review.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

SCOE's strategic planning and budgeting process reflects a continuous cycle of improvement with ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Once state and local funding resources are allocated, federal funds are then used in compliance with the most current regulations and guidance to supplement evidence-based supports and services to enhance our programs to support the needs of our students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE has no (0) teachers serving in our Court and Community School programs that are considered ineffective, inexperienced or out-of-field under the Federal ESSA definition. In our Special Education programs, SCOE has 8 out of 38 teachers considered "inexperienced" under the Federal ESSA definition. There are no "ineffective" or out-of-field teachers in Special Education. All teachers in both programs are properly assigned based on credentials or authorizations held. SCOE offers a CTC approved credentialing program. Three of the inexperienced Special Education teachers are enrolled in the SCOE Intern Program. The SCOE Personnel Department tracks the progress of teachers who are working toward their preliminary credential. New teachers are supported through on-going mentorship for new teachers from experienced colleagues and administrators whom all have a wealth of experience in special education. They also receive specific training for their classrooms from current DIS staff including speech therapists, psychologists, and nurses. We provide extra hours of support for every intern by increasing our classroom observations and feedback sessions so that our least experienced teachers are receiving the most support.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE will carry out its responsibilities under this section through shared leadership opportunities such as SCOE-parent/guardian committees, District Advisory and District English Learner Advisory with site leadership committees, School Site Council, and the English Learner Advisory. To ensure site councils and advisory groups understand their leadership roles, elected members receive training on their roles and responsibilities, LCAP planning and input, school budgeting, and decision making. We mitigate the impact of poverty by bringing service providers into the schools and family partners providing home supports. Staff are also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their School Plans for Student Achievement (SPSAs).

SCOE has many strategies in place that build strong parent/guardian and family engagement. They are foundational in supporting strong school-family partnerships in our community. Outreach services are organized through the English Learner Liaison and administrative staff. These strategies include, but are not limited to, a comprehensive enrollment process with the Registrar and Transition Specialists, student-led parent conferences, transition meetings, home visits, collaborative development of individual Student Support Plans, a school-based, student-operated Culinary Café that is open to the public and a multitude of community engagement events such as weekly service at Sacramento Food Bank locations, allowing our students and staff to engage with stakeholders while partnering to provide service. To coordinate services to foster youth in the county who are in the child welfare system and are at a higher risk of crossing over to the juvenile justice system, SCOE implements the Crossover Youth Practice Model which is a partnership between SCOE, Sacramento Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates, and several other non-profits.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All SCOE court and community school programs are considered school-wide programs and complete an annual comprehensive needs assessment to upgrade the entire school program in order to ensure all students, particularly those who are low-achieving, demonstrate proficiency or above levels of achievement. In addition, all schools bi-annually review the effectiveness of their programs through SPSA monitoring protocols. All goals and actions in the SPSAs are aligned to the evidence-based practices in the LCAP, but based on site-level planning, data analysis, and student needs. By promoting supplemental educational opportunities such as the arts, college field trips, and other school community events, student and family engagement has improved. SCOE does not combine funding under SWP, but does coordinate services and programs from multiple funding resources. The

LEA and sites focus on meeting the needs of high priority student groups (low-income, English learners, Homeless, and Foster Youth). Categorical allocations are made to sites based on a per pupil allocation (PPA), with additional funding given to sites that justify purpose and need to supplement instructional materials, academic interventions, and enrichment activities. These additional allocations are reviewed by the Financial Services and program staff to ensure proper use of funds and compliance to categorical programs.

SCOE has no Targeted Assistance School Programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE's Homeless Liaison is responsible for ensuring compliance and coordination of homeless children and youth services. Homeless eligibility is confirmed during the comprehensive enrollment process with the registrar and transition specialist and by performing home visits and review of the family's living situation. SCOE administrators are trained and provided updates regarding McKinney-Vento compliance. Each week, transition specialists, site administrators, and teachers receive an updated list of homeless students. SCOE staff are aware of agencies and community support for basic needs and social services and work with homeless students and their families to ensure their basic living, emotional, and social needs are met. Parents receive a Homeless information pamphlet that explains their McKinney-Vento rights and lists helpful services offered by SCOE and other organizations. SCOE offers various supports to homeless children to ensure they are valued and have a sense of belonging. SCOE's Homeless Liaison reaches out to parents of homeless children by offering referrals for food, clothing, and medical services. Federal funds support student transportation for homeless children. In some cases where students move out of the district, SCOE shares the cost with other districts to retain home school placement of the student for the remainder of the year. SCOE also purchases public transportation bus passes for homeless children/parents to travel to medical appointments for illnesses or follow-up health-related issues.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transitions are a top priority for SCOE to ensure that our students successfully transition from our programs back to school districts, exiting our programs with a diploma or certificate of completion, or entering a postsecondary learning/career opportunity. SCOE ensures services for all students are effectively coordinated with our partner agencies.

We provide excellent transition services, individualized for each student with site and SCOE based teams that include the principals, teachers, transition specialists, registrars, non-profit partners, part-time mental health clinicians, school counselors, psychologists and especially our back-office student information system data teams and research office teams that track every students data and transition progress. Any students who show up missing in a transition back to district receive immediate attention and home visits if necessary to ensure the missing student gets back on track. We are very proud of our local positive transition rate – which is consistently at 98.5% or above.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE is implementing Chrome Books across the community school system and the RACHEL asynchronous server system within the court school. We are a registered partner of the California State Library online educational database program which provides free access to a multitude of educational resources for student and teachers. Our teachers are all trained on methods to use online research, discern the quality of sources and information and in turn integrate that expertise into all subject taught. Our Computer Science for Sacramento team, in SCOE's Career Technical Education department provides in-depth training in online research tools and the power of high quality research methodology, using a variety of software tools.

In addition, we purchase class sets of library materials for self-contained classrooms, as requested. Materials need to align with the California State Standards. Each class set may remain in a classroom or enter a pool of materials that can travel between sites as organized by site teams.

We partner with the Sacramento County Library system to ensure all students have library cards and understand how to access the local library system

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE provides exceptional programs to serve students who are enrolled in court school, former court school youth and those that are supervised by the Probation Department, while diverted from incarceration. We provide services through teachers trained in trauma informed practices, school counselors, psychologists, part-time mental health clinicians, transition specialists and a host of non-profit partners that provide on-campus and community-based supports.

SCOE provides a full spectrum of academic instruction and special education services for the students mentioned above with a variety of additional career technical education programs and community engagement activities, coordinated by partnering non-profit agencies.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE operates under several formal inter-agency agreements designed to serve the needs of incarcerated youth, former incarcerated youth, Commercially Sexually Exploited Children and dependent youth within or associated with the foster care system. We provide services via protocols that define the roles of each educational or county social agency. Each of these agreements are designed to divert students from correctional facilities and or serve them while incarcerated or when the students are released.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE runs El Centro Junior/Senior High School within the Sacramento County Youth Detention Facility. All students receive an education based on California Content Standards in a Western Association of Schools and Colleges (WASC) accredited school. We provide academic and career technical education through a variety of pedagogical strategies. Students increasingly engage in project-based learning. Graduates still incarcerated participate in an early college program coordinated by SCOE via partnerships with three CA community colleges.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE has a well-defined process of securing release dates from the Probation Department and following a strict protocol of daily transition services for students pending release. These services include facilitating transition meetings with the youth and probation departments, at times with the Juvenile Court Judges, ensuring receiving districts are aware the student is coming back to school and that the family knows exactly where to reenroll and who to meet with.

SCOE Community Schools enroll approximately 25% of the youth returning from our court school, and we provide a seamless transition, based upon a shared student information system database and uniform expectations for all returning students.

We coordinate the services for expelled youth and use that platform of relationships and communication to coordinate the educational transition for youth returning to local public schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our schools truly provide wrap-around services directly, or coordinate the additional wrap-around services required by each student's needs. The vast majority of students, due to a housing instability and often unsafe living situations are behind on high school credit completion, have experienced a minimum of six exceptionally traumatic events in their young lives and often are dealing with substance abuse issues. Many of our students arrive unable to control inappropriate behaviors due to a lack of impulse control.

We provide a team of professionals that integrate academics and life skills and we partner with part-time mental health clinicians and non-profits with youth engagement expertise to ensure each student receives the help they need. Each student helps staff develop a Student Success Plan, personalized to leverage their own strengths and address areas in need of growth, both socially and academically.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each of our school sites employs a team of transition specialists that coordinate services for youth, under partnerships established by interagency agreements similar to the Crossover Youth Practice Model Agreement. Our foster care, homeless and site teams coordinate with local community agencies to ensure each student's needs are met. We do employ a transition specialist who is a Certified Birthing Educator for a local healthcare system who provides a high level of support for all teen parents.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary

school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE partners with Lassen College, Folsom Lake College and Sacramento City College to provide post-secondary, degree bearing coursework. The most robust partnership for students returning from incarceration is the Re-emerging Scholars program at Sacramento City College. Students begin programming while residents within the Youth Detention Facility, in the SCOE/Probation early college program, then are immediately enrolled in the on-campus Sacramento City College program post-release.

Additionally, SCOE provides private-postsecondary training in construction trades through Northern California Construction Training (NCCT) and a pre-apprenticeship culinary training program through a California Apprenticeship Initiative grant utilizing a SCOE culinary teacher.

All students are eligible for mentoring through the HAWK Institute, GreenTech, Earth Mamma Healing, LINKS Mentoring and NCCT.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our juvenile court school staff, at El Centro Jr./Sr. High School involves families in conversations regarding student progress at monthly parent nights, school site council membership, parent surveys (the El Centro team calls each student's home to deliver a parent engagement survey via the phone), IEP meetings, Federal 504 meetings and teacher or administration phone calls home when a student needs a behavioral intervention.

SCOE's community school teams engage families in the same events as above, but do not have a monthly parent night as they have more freedom in scheduling on-campus parent events than those available to the court school. Each school employs a team of transition specialists that specialize in the intake and orientation process of helping all students set goals and then with planning to returning to district schools.

Our teams do their daily best to normalize the process of education for all students, and to provide on-campus and off-campus opportunities to expand each student's horizon and to secure the

supports necessary for students to heal and set new goals for their future. We believe this work reduces dropouts.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE collaborates with our local Workforce Investment Board, Sacramento Employment and Training Agency (SETA) programs in a variety of powerful engagement activities. Our Superintendent serves on the SETA Board and serves as Chairperson of the Youth Council. Our Assistant Superintendent serves on the Youth Council. Many SCOE leaders serve on committees that collaborate with SETA to provide opportunities for all county youth. This deep engagement leads to specialized programs for delinquent youth in the county, via pilot programs linking students with paid pre-employment training and high quality paid internships in the public and private sector.

Additionally our CTE teachers collaborate with local organizations such as above-mentioned NCCT, the Harbor Freight Fellows program, 1000 Strong City of Sacramento Employment and other SETA funded youth employment programs. Our formerly incarcerated youth have access to all of the above.

We collaborate with all agencies that receive JJDP funds as we educate the most at-risk youth and align our programs and outreach to ensure equitable engagement across the county. We also write letters of support and serve on planning committees when funds are available for justice involved youth.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE has an excellent relationship with the Sacramento County Probation Department (Probation). This relationship includes dedicated space on each of our community school campuses, for informal Probation field offices, places where officers can set up for the day, meet with students on Probation and work in the community. We meet formally at least three times per year to ensure clear communication and protocols, and simply to touch bases on staffing changes regarding Probation officer supervision. SCOE also has formal relationships and protocols delineated in MOU's with

Probation regarding Commercially Sexually Exploited Children (CSEC) and foster youth that are juvenile justice involved.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE has three highly effective teams working on this issue. Our court and community school staff interview each student to determine if they are or have received special education services. We cross check the interview findings with a back-office team that specializes in transcript retrieval from often a multitude of schools in one student's academic history. This allows SCOE to uncover any previous special education services in the student's school history. Finally, the Special Education staff receives the research on every student and combines that work with their own local databases storing information on students' special education history. We take this work seriously and our special education staff ensures all timelines for assessment and transfer of records are met.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This work is in SCOE's wheelhouse. We provide twelve upstream prevention classrooms (CARE Classrooms) across the county that are designed to help 7-10 grade students who have shut down academically for a variety of reasons. This give districts an intensive personal intervention where students can thrive in a self-contained setting that provides a gradual release to mainstream programming.

SCOE also provides three community schools that house a full-day program for students who are expelled or their parents have requested their child enroll, based upon the wrap-around services provided. These programs are designed to help students return to district.

Finally SCOE provides a Senior Extension program that enrolls over 500 students who simply did not finish their high school diploma, on time, for any reason. This innovative and flexible program allows

each student an opportunity to complete their education while employed, raising young children, caring for ill family members or dealing with mental health issues. During the 2018-2019 school year, SCOE hosted five separate graduations for Senior Extension graduates, spread out over the calendar year, so graduates and families could enjoy a timely celebration, and the young person could move forward pursuing positive life goals.

SCOE also coordinates the efforts of the local school district placement offices, and provides excellent technical assistance, free professional development for school placement officers and provides assistance to parents looking for a supportive alternative to district schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All SCOE teachers engage in weekly professional development designed to help them address the Social Emotional Learning needs of their students, implement adopted curricula, increase student voice and civic engagement and address specific learning challenges of students. Increasingly our highly talented certificated and classified staff provide requests for professional development and we customize the weekly offerings so different positions receive the most relevant training possible for their assigned responsibilities.

Additionally, SCOE serves as the K-12 education professional development hub for Sacramento County, which provides a comprehensive system of professional learning for teachers, staff and administrators. SCOE also offers a School of Education that includes an induction program, teacher credentialing program and administrative credentialing program. Current and future educators from across the region benefit from the school of education.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All of our court and community schools provide comprehensive support as our schools have a very high percentage of low income students and juvenile justice involved students. We do not provide a targeted support program as our programs are school-wide.

We focus on academic interventions and social support systems designed to help the student and the family engage in behaviors that improve current academic, post-secondary readiness and career readiness. Our funds are focused on teachers and staff providing the necessary remedial academic interventions to students who have fallen behind and our team of Transition Specialists and mental health professionals that provide the necessary guidance and support for students moving forward with their education, without a traditional support system that the vast majority of students in traditional district schools have.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We use annual summative data from California's Dashboard for Alternative School Status, which includes attendance, discipline, academic performance, college and career readiness and a variety of local data indicators. SCOE employs an independent research office that provides quarterly data reports and will contract to complete cohort reporting on student programs, such as the above-mentioned CARE, Senior Extension and Community School program. We use the independently vetted data to examine program design and implementation and to make changes when needed.

SCOE also employs a student information system office that provides real-time data including attendance, discipline, academic achievement, graduation and transition data. This data is powerful for immediate recognition of a missing student, an uptick in discipline issues or simply recognition of a job well done by a committed site team.

SCOE leverages our Prevention and Early Intervention Team, Curriculum and Instruction Department, Executive Cabinet and peer county offices of education to analyze our data and suggest improvements. We receive formal Differentiated Assistance from the Placer County Office of Education and are implementing a plan to increase the College and Career Readiness of all students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sacramento County Office of Education (SCOE) provides support for students who need supports not commonly found in traditional school settings. SCOE has experienced recent growth in the number of English learner (EL)s. Currently, there are 109 English learners enrolled. The majority of the English learners are in the K-12 SH Special Education program, these students are served across the Sacramento County school districts. The second majority are in the Senior Extension program rather than an independent studies program. These students are concentrated in credit recovery courses. The administrative team meets to identify areas of need in terms of professional development and evaluate the EL program offering or the system in place. The high mobility nature of the students makes it challenging to establish a traditional program. In an attempt to provide better services for ELs, SCOE has hired an English Learner Parent Liaison. This person contacts parents and guardians, conducts outreach, phone calls, surveys, and provides translation during registration, and meetings.

SCOE schools provide ELs with development offerings so that teachers, principals, other school staff, and community-based staff can best meet the needs of EL students.

Professional development opportunities are explored and offered based on a comprehensive review of student performance on CAA, CAASPP, ELPAC, and local assessments within core content areas.

As noted in the LCAP areas of greatest need, SCOE will continue to focus on supporting English learners and establishing internal systems to reclassify students, learn about the diverse needs, including a process for EL students with special needs. In order to enhance the capacity of teaching, leadership, and community-based staff to support English learners in meeting standards, professional development addresses (at a minimum) the following areas:

Build an understanding of the different typologies of English learners as it pertains to the SCOE schools context.

Exploration and purchase of supplemental materials to address academic content standards. These materials may be in a language other than English.

Build a cohesive pathway to reclassification with benchmarks and student goal setting.

Continue to add to the IEP process for family engagement and understanding of the American Education System.

Introduction to and applications of the California English Learner Roadmap in the context of the SCOE schools setting.

Review the English Language Development standards in conjunction with content standards to ensure that personnel have an understanding of the language and vocabulary demands and how to address the needs of English learners so that access is provided.

Interpret ELPAC results to address the needs of English learners as it applies to high leverage opportunities in a limited contact context.

Exposure to the ELPAC practice exams and the usability to build a common understanding of language demands for ELs.

Build a common understanding with 916 Ink to increase services for English learners by meeting their linguistic specific needs inclusive of their first language.

For school leaders, the topics above will be addressed in a format that provides them with the ability to effectively provide guidance on the basic English learner needs and enhancing the level of understanding it from their context. For teachers, the topics addressed above will offer a point of professional development growth during the school term. The topics may become part of the Professional Learning Community setting. Ideally, the teachers are evaluating their actions to support English learner students, by examining student results to identify strengths and weaknesses, and collaborating with their peers from across the county. Surveys are conducted after each training to measure effectiveness in meeting the needs of participants. Ultimately, the success of professional development is measured by the improvement of SCOE schools English learners on the ELPAC advancement and the reclassification rates.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Does not apply – we do not receive an Immigrant Subgrant.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE provides a number of opportunities and activities to support English learners to increase their English language proficiency and meet the California content standards. These opportunities are provided by the individualized attention in the independent and SH programs. English learners are supported through Project Wisdom, a social skills and character building program. They are also supported in passing the HiSET allowing for meeting the graduation needs. A concentrated effort in attendance and focus on parents of EL students resulted in a 7% parent participation increase. SCOE will continue to provide the English Learner Parent Liaison services. SCOE will continue to review the process to prepare students as they go through the reclassification process. A concerted effort in reviewing the process for English learners with more severe or intensive needs is the approach for 2019-20.

Programs offered for English learners are based on their ELPAC scores and the assessment of core content teachers who examine student's performance on specific assessments. The goal of our programs for English learners is that students develop strategies that lead to fluency in speaking, listening, reading, and writing across multiple content areas. EL students will continue to participate

in individualized opportunities to be on the College and Career Pathways information sessions. This includes the continued support in reading transcripts and offering credits.

Via student-led Parent-Teacher conferences, English learners will learn to set personal goals as they apply to their status as English learners in the pathway to reclassification.

SCOE offers a Structured English Immersion program. SCOE staff have access to support on creating CSS lessons embedded with best practices for EL students with the support of the C-SAPA department.

Continue to focus on supporting English learners (EL) and establishing internal systems to reclassify students, including a process for EL students with special needs. Principals will continue to review all English learner grades, interventions and the Ren Learn data with the staff to provide resources, review program structure, and restructure as necessary. This process has enabled SCOE schools to further individualize instruction and improve outcomes for English learners.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sacramento County Office of Education requires that schools assist English learners in achieving English proficiency based on the ELPAC while supporting students to meet California's rigorous academic standards. Most of SCOE's programs are alternative in nature and therefore the mobility of students is very high. To ensure that parents and other stakeholders are involved in the development of plans for Title III, Part A and provide input/share concerns regarding the progress of students, SCOE has established individual contact to obtain the feedback from parents of English learners via the EL Parent Liaison. Translation and interpretation services are essential for parents of EL students. Surveys are also a strong component to obtain feedback.

A District English Learner Advisory Committee (DELAC) has the opportunity to advise on the programs and services for English learners.

Since the ELPAC is a relatively new assessment, SCOE will continue to provide stakeholders with information about how to interpret the scores and we will be examining student results on the ELPAC in comparison to classroom assessments to ensure that we are appropriately using the results to adjust instruction as needed. This work will require training and staff review time specific to the expectations that we have for English learner progress and we will explore supplemental curriculum to address the needs of EL students if we find that additional support is needed.

Title III Part A funding will enhance the programs and services for ELs by expanding on the support from a transition specialist who will focus on English learner needs by providing community-based resources to teachers, students, and families. Support on monitoring ELs progress, researching the possibility of extended tutoring resources for English learners. Other tasks may include:

Analyze where each student is on the road to reclassification and be the safety net to ensure that a student remains on the pathway until reclassification status is met.

Provide expert transcript review, assess L1 performance to match intervention and resources.

Disseminate ELPAC practice exams and provide guidance on the task types.

Establish a process to determine CAASP EL specific and individual embedded and non-embedded supports for the assessments in 6-8 and 11th grades.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable, SCOE does not receive Title IV funds.

SACRAMENTO COUNTY BOARD OF EDUCATION
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL
June 25, 2019

SPECIAL EDUCATION

Expenditure

Supported Life Institute – Communication Technology Education Center

Contractor will provide staff development and training for the Sacramento County Office of Education's program serving students with severe disabilities and autism. In addition, contractor will provide consultation with staff and students regarding communication and augmentative technology strategies, communication assessments, and training for staff and parents in the area of specialized communication software and devices.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education

\$10,000.00

MOVE International

Contractor will provide training to staff who work with students with severe disabilities to help them acquire more abilities and independence to sit, stand, walk, and transition. This is achieved through instruction and adaptive equipment.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education

\$11,000.00

Leader, Inc. DBA Leader Services

Contractor will provide billing and related services to the Sacramento County Office of Education's (SCOE) Medi-Cal billing options. Leader provides training to SCOE staff, provides forms to use in the submission of claims and periodic reports, submits claims to Medicaid and other third-party users, and updates software when Medicaid institutes changes. Reimbursement checks are sent directly to SCOE.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education

\$20,000.00

SPECIAL EDUCATION

Expenditure

The Organized Binder

Contractor will meet with Sacramento County Office of Education staff at Leo A. Palmiter Jr./Sr. High School and Galt High School to introduce The Organized Binder. This program assists students with organizational skills, study skills, student learning, and self-reflection. Contractor will work with participating teachers to assist with teacher implementation of the program and solve any technical issues. Staff will receive full copyright permissions from The Organized Binder for the 2019-2020 school year. Follow-up sessions will serve to check in with staff members already using the program and to train additional faculty members.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education

\$7,000.00

Music To Grow On

Contractor will provide staff development to Special Education teachers in the area of music therapy and instruction. These music therapy services help students with special needs to develop cognitive, motor, communication, and social skills. Services are provided by a board-certified music therapist. In addition, the therapist will make recommendations on musical equipment for SH classrooms and assist in re-evaluating equipment already in the classrooms.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education

\$9,500.00

Warmline Family Resource Center

Contractor will provide parent-to-parent support along with staff or parent training on a wide range of relevant topics. They will provide play groups and family activities for parents, siblings, and extended family. Their goal is to increase public awareness of programs available for early intervention services. Contractor will also attend staff and planning meetings as requested by Sacramento County Office of Education staff.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education and Infant Development Program

\$24,000.00

Carmazzi, Inc.

Contractor will provide oral interpretation services in several languages for Infant Family Service Plans or Individual Education Programs, and to communicate with the parent/guardian regarding a child's progress and development. Interpreters will be requested on an as-needed basis.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education and Infant Development Program

\$20,000.00

SPECIAL EDUCATION

Expenditure

Eaton Interpreting Services

Contractor will provide interpreting services for students that are deaf or hard-of-hearing and enrolled in the Sacramento County Office of Education Special Education and/or Infant programs. Interpreting services will be conducted in the classroom with a student that is deaf or hard-of-hearing as specified in the student's Individualized Education Plan (IEP) or Individual Family Service Plan, at IEP meetings, and at parent/teacher meetings. Contractor will also provide interpreting services for staff that are deaf or hard-of-hearing when attending staff meetings.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education and Infant Development Program \$15,000.00

CCHAT Center, Inc.

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

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Infant Development Program \$90,000.00

Easter Seals Superior California

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

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education \$44,500.00

Transcend Translations

Contractor will provide translation services from hard copy and online documents into multiple languages, as needed. Translated documents will be used to gather information on parental perspectives associated with education in California and to provide communications for the Sacramento County Office of Education families in their home language.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Special Education and Court & Community Schools \$10,000.00

BUSINESS SERVICES

Capitol Advisors Group, LLC

Contractor will assist with establishing, preparing and/or reviewing eligibility baseline documents under the new construction and modernization program; assist with basic demographic studies and enrollment projections; review and make recommendations related to district eligibility within the state program; assist in completion and submittal of application for funding; prepare site approval based on site evaluations and studies; work with all public agencies toward resolution of the Sacramento County Office of Education issues and requests; and assist with completion of forms related to district projects with relevant state agencies.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: General Support

\$14,000.00

CENTER FOR STUDENT ASSESSMENT AND PROGRAM ACCOUNTABILITY

Evergreen Evaluation & Data

Contractor will provide a six-hour workshop on the Evergreen Data 4-Step process for up to 100 participants and will redesign selected work submitted in advance. Contract includes three, one-year subscriptions for the private online Data Visualization Academy that contains instructions, templates, and an online forum to receive feedback and coaching from Dr. Evergreen and other members of the Academy.

New

Dates of Service: 07/01/19 – 11/30/19

Source of Funds: Local Accountability Funds

\$13,500.00

STUDENT PROGRAMS

Expenditure

Earth Mama Healing

Contractor will focus on improving attendance at community school sites, targeting students whose attendance falls below 80 percent. The focus will include utilizing multi-tiered systems of support and community outreach. Contractor will conduct parent/family orientations during the initial enrollment process, stressing the importance of attendance on student learning and successful transitions. Contractor will define activities supporting student completion of career/employment readiness skills indicated by increased attendance, reduced suspension, and completion of program defined certifications. Detailed documentation on outreach and support services will be submitted monthly.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Comprehensive Support and Improvement Grant

\$30,000.00

RECAP

	<u>Expenditure</u>
Special Education	261,000.00
Business Services	14,000.00
Center for Student Assessment and Program Accountability	13,500.00
Student Programs	30,000.00
TOTAL	\$318,500.00

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2019-2020 Local Control and Accountability Plan (LCAP)	Agenda Item No.: VIII.D. Enclosures: Separate Enclosure
Reason: Adoption of the Proposed 2019-2020 LCAP	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 06/25/19

BACKGROUND:

The LCAP shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to California Education Code (EC) §§ 52060, 52066, 47605, 47605.5, and 47606.5. For county offices of education, pursuant to EC § 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in EC § 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code § 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities.

In accordance with California EC § 52068(b)(2) and (c):

(2) The county board of education shall adopt a LCAP or annual update to the LCAP in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing held pursuant to paragraph (1). This meeting shall be the same meeting as that during which the county board of education adopts a budget pursuant to Section 1622.

(c) A county superintendent of schools may develop and present to a county board of education for adoption revisions to a LCAP during the period the LCAP is in effect. The county board of education may only adopt a revision to a LCAP if it follows the process to adopt a LCAP pursuant to this section and the revisions are adopted in a public meeting.

The proposed 2019-2020 LCAP is being submitted under separate cover.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education review and adopt the proposed 2019-2020 LCAP as presented.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2018-2019 Budget Revision No. 3	Agenda Item No.: VIII.E. Enclosures: 42
Reason: Approval of Revision to Income and Expenditure Estimates	From: David W. Gordon Prepared By: Tamara Sanchez Board Meeting Date: 06/25/19

BACKGROUND:

Approval is requested for revisions to the 2018-2019 County School Service Fund and Special Funds, which include the following:

- Increases in revenue and expenditure appropriations for new and amended contracts, programs and grants
- Revisions to estimated revenues and expenditures to reflect program changes
- Revisions to program expenditure estimates for transfers between account classifications
- Revisions to estimated ending balances for the net changes to program budgets and for budgets to be carried over to 2019-2020.

Attachments:

- Summary of County School Service Fund
- Summary of Program Budgets
- Summary of Special Funds

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education approve Budget Revision No. 3 for the County School Service Fund and Special Funds.

Fund :01 GENERAL FUND

	Approved Budget	Increase (Decrease)	Revised Budget

REVENUES			
8010-8099 LCFE Sources	29,966,869.00	158,774.00	30,125,643.00
8100-8299 Federal Revenue	10,567,716.00	84,198.00-	10,483,518.00
8300-8599 Other State Revenues	25,050,653.00	323,844.00-	24,726,809.00
8600-8799 Other Local Revenues	37,229,236.00	707,107.00	37,936,343.00
TOTAL REVENUES	102,814,474.00	457,839.00	103,272,313.00
EXPENDITURES			
1000-1999 Certificated Salaries	21,855,661.00	164,342.00-	21,691,319.00
2000-2999 Classified Salaries	27,069,112.00	124,378.00-	26,944,734.00
3000-3999 Employee Benefits	19,167,392.00	70,956.00-	19,096,436.00
4000-4999 Books & Supplies	2,720,242.00	92,182.00	2,812,424.00
5000-5999 Svcs-Other Oper. Exp.	21,623,390.00	10,644.00-	21,612,746.00
6000-6599 Capital Outlay	1,151,617.00	23,045.00	1,174,662.00
7100-7200 Other Outgoing	2,033,323.00	21,546.00-	2,011,777.00
7431-7439 Debt Service	730,000.00		730,000.00
5700-5799 Interprogram Services	255,275.00-	7,275.00-	262,550.00-
7300-7399 Direct Supp./Indir.Costs	653,940.00-	18,082.00	635,858.00-
TOTAL EXPENDITURES	95,441,522.00	265,832.00-	95,175,690.00
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	7,372,952.00	723,671.00	8,096,623.00
OTHER FINANCING SOURCES/USES			
Interfund Transfers			
8910-8929 Transfers In	0.00		0.00
7610-7629 Transfers Out	83,831.00-	352.00	83,479.00-
Other Sources/Uses			
8930-8979 Sources	0.00		0.00
7630-7699 Uses	0.00		0.00
Contributions			
8980-8989 Statutory	0.00		0.00
8990-8999 Other	0.00		0.00
TOTAL OTHER FINANCING SOURCES/USES	83,831.00-	352.00	83,479.00-
NET INCREASE (DECREASE) IN FUND BALANCE	7,289,121.00	724,023.00	8,013,144.00
FUND BALANCE, RESERVES			
1) Beginning Balance			
a) 9791 as of July 1 -Unaudited	63,969,977.03		63,969,977.03
b) 9792-9793 Audit Adjustments	0.00		0.00
c) As of July 1 -Audited (a+b)	63,969,977.03		63,969,977.03
d) Adjustment for Restatements	0.00		0.00
e) Net Beginning Balance	63,969,977.03		63,969,977.03
2) Ending Balance, June 30	71,259,098.03	724,023.00	71,983,121.03

Fund	:01	GENERAL FUND	LinkCode:001	GENERAL SUPPORT	
			Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES		32,005,283.00	277,377.00	32,282,660.00
B.	TOTAL EXPENDITURES		10,026,765.00	42,544.00	10,069,309.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		21,978,518.00	234,833.00	22,213,351.00
D.	TOTAL OTHER FINANCING SOURCES/USES		15,549,381.00-	152,741.00-	15,702,122.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE		6,429,137.00	82,092.00	6,511,229.00
F.	1) Beginning Balance		30,386,913.01		30,386,913.01
	2) Ending Balance, June 30		36,816,050.01	82,092.00	36,898,142.01

Fund	:01	GENERAL FUND	LinkCode:004	COORDINATION	
			Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES		378.00		378.00
B.	TOTAL EXPENDITURES		2,381,958.00	12,382.00-	2,369,576.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		2,381,580.00-	12,382.00	2,369,198.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		2,219,123.00	352.00	2,219,475.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		162,457.00-	12,734.00	149,723.00-
F.	1) Beginning Balance		1,081,631.02		1,081,631.02
	2) Ending Balance, June 30		919,174.02	12,734.00	931,908.02

Fund	:01	GENERAL FUND	LinkCode:008	ADULT RE-ENTRY PROGRAMS	
			Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES		5,371,264.00	14,965.00	5,386,229.00
B.	TOTAL EXPENDITURES		5,318,989.00	19,730.00	5,338,719.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		52,275.00	4,765.00-	47,510.00
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		52,275.00	4,765.00-	47,510.00
F.	1) Beginning Balance		586,077.42		586,077.42
	2) Ending Balance, June 30		638,352.42	4,765.00-	633,587.42

Fund :01 GENERAL FUND		LinkCode:009	CAREER TECHNICAL EDUCATION
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	1,163,470.00	3,443.00-
B.	TOTAL EXPENDITURES	4,447,010.00	7,882.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	3,283,540.00-	4,439.00
D.	TOTAL OTHER FINANCING SOURCES/USES	3,340,397.00	1,267.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	56,857.00	5,706.00
F.	1) Beginning Balance	2,886,518.37	2,886,518.37
	2) Ending Balance, June 30	2,943,375.37	5,706.00

Fund :01 GENERAL FUND		LinkCode:011	JUVENILE COURT SCHOOLS
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	1,000.00	7,374.00
B.	TOTAL EXPENDITURES	1,825,749.00	32,832.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,824,749.00-	40,206.00
D.	TOTAL OTHER FINANCING SOURCES/USES	1,577,018.00	30,980.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	247,731.00-	71,186.00
F.	1) Beginning Balance	412,745.53	412,745.53
	2) Ending Balance, June 30	165,014.53	71,186.00

Fund :01 GENERAL FUND		LinkCode:012	COMMUNITY SCHOOLS
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	1,911,437.00	185,344.00
B.	TOTAL EXPENDITURES	2,993,208.00	32,136.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,081,771.00-	217,480.00
D.	TOTAL OTHER FINANCING SOURCES/USES	981,298.00	67,559.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	100,473.00-	149,921.00
F.	1) Beginning Balance	443,621.86	443,621.86
	2) Ending Balance, June 30	343,148.86	149,921.00

Fund :01 GENERAL FUND		LinkCode:013	SLY PARK	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	2,023,996.00	25,784.00-	1,998,212.00
B.	TOTAL EXPENDITURES	2,079,373.00	25,151.00	2,104,524.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	55,377.00-	50,935.00-	106,312.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	55,377.00-	50,935.00-	106,312.00-
F.	1) Beginning Balance	526,315.02		526,315.02
	2) Ending Balance, June 30	470,938.02	50,935.00-	420,003.02

Fund :01 GENERAL FUND		LinkCode:014	CA APPRENTICESHIP INITIATIVE	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	134,573.00	42,529.00-	92,044.00
B.	TOTAL EXPENDITURES	233,307.00	42,529.00-	190,778.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	98,734.00-		98,734.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	98,734.00-		98,734.00-
F.	1) Beginning Balance	98,734.27		98,734.27
	2) Ending Balance, June 30	0.27		0.27

Fund :01 GENERAL FUND		LinkCode:016	SPECIAL EDUCATION DEPT	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	17,908,540.00	144,427.00	18,052,967.00
B.	TOTAL EXPENDITURES	18,920,220.00	61,993.00-	18,858,227.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,011,680.00-	206,420.00	805,260.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	971,663.00	11,427.00-	960,236.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	40,017.00-	194,993.00	154,976.00
F.	1) Beginning Balance	1,047,465.46		1,047,465.46
	2) Ending Balance, June 30	1,007,448.46	194,993.00	1,202,441.46

Fund :01 GENERAL FUND		LinkCode:018	SPEC EDUC MEDI-CAL
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	10.00		10.00
B. TOTAL EXPENDITURES	2,665.00	3,854.00	6,519.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	2,655.00-	3,854.00-	6,509.00-
D. TOTAL OTHER FINANCING SOURCES/USES	2,428.00	3,854.00	6,282.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	227.00-		227.00-
F. 1) Beginning Balance	226.80		226.80
2) Ending Balance, June 30	0.20-		0.20-

Fund :01 GENERAL FUND		LinkCode:019	SPECIAL EDUC MAA
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	1,000.00		1,000.00
B. TOTAL EXPENDITURES	32.00		32.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	968.00		968.00
D. TOTAL OTHER FINANCING SOURCES/USES	152,428.00-	3,854.00-	156,282.00-
E. NET INCREASE (DECREASE) IN FUND BALANCE	151,460.00-	3,854.00-	155,314.00-
F. 1) Beginning Balance	296,181.09		296,181.09
2) Ending Balance, June 30	144,721.09	3,854.00-	140,867.09

Fund :01 GENERAL FUND		LinkCode:020	COMMUNITY SCHOOLS CARE
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	1,454,618.00	346.00-	1,454,272.00
B. TOTAL EXPENDITURES	1,231,609.00	560.00-	1,231,049.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	223,009.00	214.00	223,223.00
D. TOTAL OTHER FINANCING SOURCES/USES	193,500.00-		193,500.00-
E. NET INCREASE (DECREASE) IN FUND BALANCE	29,509.00	214.00	29,723.00
F. 1) Beginning Balance	437,150.92		437,150.92
2) Ending Balance, June 30	466,659.92	214.00	466,873.92

Fund :01 GENERAL FUND		LinkCode:021		INFANT DEVELOPMNT MEDI-CAL
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	10.00		10.00
B.	TOTAL EXPENDITURES	11.00		11.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1.00-		1.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	1.00-		1.00-
F.	1) Beginning Balance	21.94		21.94
	2) Ending Balance, June 30	20.94		20.94

Fund :01 GENERAL FUND		LinkCode:023		INFANT DEV PROG MAA
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	1,000.00		1,000.00
B.	TOTAL EXPENDITURES	33.00		33.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	967.00		967.00
D.	TOTAL OTHER FINANCING SOURCES/USES	109,793.00-		109,793.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	108,826.00-		108,826.00-
F.	1) Beginning Balance	132,969.74		132,969.74
	2) Ending Balance, June 30	24,143.74		24,143.74

Fund :01 GENERAL FUND		LinkCode:029		STRONG WORKFORCE PARTNERSHIP
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	50,638.00		50,638.00
B.	TOTAL EXPENDITURES	50,638.00		50,638.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:032		LOTTERY EDUCATION ACCOUNT
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	179,175.00		179,175.00
B.	TOTAL EXPENDITURES	72,301.00		72,301.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	106,874.00		106,874.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	106,874.00		106,874.00
F.	1) Beginning Balance	2,574,779.34		2,574,779.34
	2) Ending Balance, June 30	2,681,653.34		2,681,653.34

Fund :01 GENERAL FUND		LinkCode:035		SPECIAL ED LOCAL PLAN AREA
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	762,386.00	14,381.00	776,767.00
B.	TOTAL EXPENDITURES	619,227.00	3,514.00	622,741.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	143,159.00	10,867.00	154,026.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	143,159.00	10,867.00	154,026.00
F.	1) Beginning Balance	608,901.43		608,901.43
	2) Ending Balance, June 30	752,060.43	10,867.00	762,927.43

Fund :01 GENERAL FUND		LinkCode:036		SELPA GROWTH
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	1,457,474.00		1,457,474.00
B.	TOTAL EXPENDITURES	941,912.00		941,912.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	515,562.00		515,562.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	515,562.00		515,562.00
F.	1) Beginning Balance	2,339,344.78		2,339,344.78
	2) Ending Balance, June 30	2,854,906.78		2,854,906.78

Fund :01 GENERAL FUND		LinkCode:039	PROJECT TEACH MEDI-CAL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	0.00	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	1,711.45	1,711.45
	2) Ending Balance, June 30	1,711.45	1,711.45

Fund :01 GENERAL FUND		LinkCode:051	DIRECT SERVICE DISTRICTS
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	44,000.00	44,000.00
B.	TOTAL EXPENDITURES	111,919.00	130.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	67,919.00-	130.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	64,320.00	64,320.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	3,599.00-	130.00-
F.	1) Beginning Balance	4,562.07	4,562.07
	2) Ending Balance, June 30	963.07	130.00-

Fund :01 GENERAL FUND		LinkCode:053	CONTRACT PUPIL PERSONNEL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	0.00	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	1,257.00-	1,257.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	1,257.00-	1,257.00-
F.	1) Beginning Balance	1,257.02	1,257.02
	2) Ending Balance, June 30	0.02	0.02

Fund :01 GENERAL FUND		LinkCode:054	DONATION-ADMINISTRATION
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	1,000.00
B.	TOTAL EXPENDITURES	233.00	233.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	233.00-	1,000.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	233.00-	1,000.00
F.	1) Beginning Balance	1,637.43	1,637.43
	2) Ending Balance, June 30	1,404.43	2,404.43

Fund :01 GENERAL FUND		LinkCode:070	INFORMATION SERVICES
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	730,333.00	730,333.00
B.	TOTAL EXPENDITURES	783,104.00	3,978.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	52,771.00-	3,978.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	52,771.00-	3,978.00
F.	1) Beginning Balance	595,555.15	595,555.15
	2) Ending Balance, June 30	542,784.15	3,978.00

Fund :01 GENERAL FUND		LinkCode:077	COMP NETWK/TELECOM SUPPORT
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	320,252.00	618.00
B.	TOTAL EXPENDITURES	2,126,248.00	15,068.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,805,996.00-	15,686.00
D.	TOTAL OTHER FINANCING SOURCES/USES	1,639,445.00	1,639,445.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	166,551.00-	15,686.00
F.	1) Beginning Balance	566,078.62	566,078.62
	2) Ending Balance, June 30	399,527.62	15,686.00

Fund :01 GENERAL FUND		LinkCode:084 CLAIMS ADMIN - UI		
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	61,508.00	103.00	61,611.00
B.	TOTAL EXPENDITURES	63,287.00	72.00	63,359.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,779.00-	31.00	1,748.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	1,779.00-	31.00	1,748.00-
F.	1) Beginning Balance	47,445.82		47,445.82
	2) Ending Balance, June 30	45,666.82	31.00	45,697.82

Fund :01 GENERAL FUND		LinkCode:085 ACCOUNTABILITY FUNDS FOR COE		
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	136,897.00		136,897.00
B.	TOTAL EXPENDITURES	329,456.00	7,864.00-	321,592.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	192,559.00-	7,864.00	184,695.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	192,559.00-	7,864.00	184,695.00-
F.	1) Beginning Balance	224,082.55		224,082.55
	2) Ending Balance, June 30	31,523.55	7,864.00	39,387.55

Fund :01 GENERAL FUND		LinkCode:086 SYSTEM OF SUPPORT		
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	92,499.00	24,870.00	117,369.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	92,499.00-	24,870.00-	117,369.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	2,000,000.00	200,000.00	2,200,000.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	1,907,501.00	175,130.00	2,082,631.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	1,907,501.00	175,130.00	2,082,631.00

Fund :01 GENERAL FUND		LinkCode:089	AVID - LOCAL INCOME
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	342,000.00	342,000.00
B.	TOTAL EXPENDITURES	492,312.00	501,946.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	150,312.00-	159,946.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	37,920.00-	37,920.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	188,232.00-	197,866.00-
F.	1) Beginning Balance	339,163.82	339,163.82
	2) Ending Balance, June 30	150,931.82	141,297.82

Fund :01 GENERAL FUND		LinkCode:091	TRANSITION PARTNRSHIP PROGRAM
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	82,811.00	88,334.00
B.	TOTAL EXPENDITURES	82,811.00	88,334.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:092	WORKABILITY I
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	582,840.00	582,840.00
B.	TOTAL EXPENDITURES	582,840.00	582,840.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:100	JCS TITLE I
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	1,792,515.00	1,819,813.00
B.	TOTAL EXPENDITURES	1,792,515.00	1,819,813.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:102	JCS TITLE II
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	45,330.00	45,246.00
B.	TOTAL EXPENDITURES	45,330.00	45,246.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:103	IDEA DISCRETIONARY FUNDS
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	718,255.00	718,255.00
B.	TOTAL EXPENDITURES	828,048.00	828,048.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	109,793.00-	109,793.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	109,793.00	109,793.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:105		PROJECT TEACH
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	255,736.00	12,779.00	268,515.00
B.	TOTAL EXPENDITURES	255,736.00	12,500.00	268,236.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	279.00	279.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	279.00	279.00
F.	1) Beginning Balance	6,990.73		6,990.73
	2) Ending Balance, June 30	6,990.73	279.00	7,269.73

Fund :01 GENERAL FUND		LinkCode:110		TITLE IA NEGLECTED FOSTER YTH
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	165,000.00		165,000.00
B.	TOTAL EXPENDITURES	165,000.00		165,000.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:116		CA MTSS SUMS INITIATIVE
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	48,389.00	8,776.00	57,165.00
B.	TOTAL EXPENDITURES	48,389.00	8,776.00	57,165.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:117		ETHNIC STUDIES
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	120,003.00		120,003.00
B.	TOTAL EXPENDITURES	120,003.00		120,003.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:118		CAPITAL AREA PROMISE SCHOLARS
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	575,741.00	7,567.00	583,308.00
B.	TOTAL EXPENDITURES	575,741.00	7,567.00	583,308.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:119		CA STUDENT OPPORT & ACCESS
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	884,006.00		884,006.00
B.	TOTAL EXPENDITURES	861,065.00	25,660.00	886,725.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	22,941.00	25,660.00-	2,719.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	60,000.00		60,000.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	82,941.00	25,660.00-	57,281.00
F.	1) Beginning Balance	96,241.71		96,241.71
	2) Ending Balance, June 30	179,182.71	25,660.00-	153,522.71

Fund :01 GENERAL FUND		LinkCode:121		TITLE II,TCHR QLTY PRIV SCHL
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	428,272.00	3,452.00-	424,820.00
B.	TOTAL EXPENDITURES	428,272.00	3,062.00-	425,210.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	390.00-	390.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	390.00	390.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:123		TITLE III-TECH ASSISTANCE GRNT
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	188,067.00		188,067.00
B.	TOTAL EXPENDITURES	188,067.00		188,067.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:125		PREVENTION - LOCAL
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	15,550.00	14,800.00-	750.00
B.	TOTAL EXPENDITURES	98,147.00	22,296.00-	75,851.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	82,597.00-	7,496.00	75,101.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	99,237.00		99,237.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	16,640.00	7,496.00	24,136.00
F.	1) Beginning Balance	14,277.96		14,277.96
	2) Ending Balance, June 30	30,917.96	7,496.00	38,413.96

Fund :01 GENERAL FUND		LinkCode:128 FOSTER YOUTH SRVCS-LOCAL	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	182,470.00	20,000.00	202,470.00
B. TOTAL EXPENDITURES	264,944.00	16,133.00	281,077.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	82,474.00-	3,867.00	78,607.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	82,474.00-	3,867.00	78,607.00-
F. 1) Beginning Balance	743,832.97		743,832.97
2) Ending Balance, June 30	661,358.97	3,867.00	665,225.97

Fund :01 GENERAL FUND		LinkCode:131 MATH - EAP	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	21,057.00		21,057.00
B. TOTAL EXPENDITURES	51,042.00		51,042.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	29,985.00-		29,985.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	29,985.00-		29,985.00-
F. 1) Beginning Balance	29,984.73		29,984.73
2) Ending Balance, June 30	0.27-		0.27-

Fund :01 GENERAL FUND		LinkCode:135 SELPA - LOW INCIDENCE	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	172,764.00	4,114.00	176,878.00
B. TOTAL EXPENDITURES	187,939.00	16,384.00	204,323.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	15,175.00-	12,270.00-	27,445.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	15,175.00-	12,270.00-	27,445.00-
F. 1) Beginning Balance	478,166.61		478,166.61
2) Ending Balance, June 30	462,991.61	12,270.00-	450,721.61

Fund :01 GENERAL FUND		LinkCode:136	SCIENCE - LOCAL INCOME
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	177,540.00	177,540.00
B.	TOTAL EXPENDITURES	194,734.00	21,497.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	17,194.00-	4,303.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	17,194.00-	4,303.00
F.	1) Beginning Balance	106,440.50	106,440.50
	2) Ending Balance, June 30	89,246.50	110,743.50

Fund :01 GENERAL FUND		LinkCode:140	CURR & INSTRUCTION-LOCAL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	1,063,737.00	16,772.00
B.	TOTAL EXPENDITURES	2,177,740.00	7,572.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,114,003.00-	1,089,659.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	159,682.00	159,682.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	954,321.00-	929,977.00-
F.	1) Beginning Balance	8,321,972.92	8,321,972.92
	2) Ending Balance, June 30	7,367,651.92	7,391,995.92

Fund :01 GENERAL FUND		LinkCode:154	DEFERRED MAINTENANCE
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	271,789.00	44,857.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	271,789.00-	316,646.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	540,571.00	540,571.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	268,782.00	44,857.00-
F.	1) Beginning Balance	785,990.54	785,990.54
	2) Ending Balance, June 30	1,054,772.54	1,009,915.54

Fund :01 GENERAL FUND		LinkCode:155	H&W POOL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	590,400.00	634,916.00
B.	TOTAL EXPENDITURES	522,960.00	541,149.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	67,440.00	93,767.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	67,440.00	93,767.00
F.	1) Beginning Balance	2,251,285.40	2,251,285.40
	2) Ending Balance, June 30	2,318,725.40	2,345,052.40

Fund :01 GENERAL FUND		LinkCode:157	DVLPMT GUIDE 4 STDNTS W/DISABL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	76.00	76.00
B.	TOTAL EXPENDITURES	76.00	76.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:163	ROUTINE MAINTENANCE ACCT
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	872,599.00	872,599.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	872,599.00-	872,599.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	872,599.00	872,599.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:165	K-12 COACHING	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	20,498.00	20,498.00-	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	20,498.00-	20,498.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	20,498.00-	20,498.00	0.00
F.	1) Beginning Balance	94,466.30		94,466.30
	2) Ending Balance, June 30	73,968.30	20,498.00	94,466.30

Fund :01 GENERAL FUND		LinkCode:167	TOBACCO-USE PREV ED ADMIN	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	211,544.00		211,544.00
B.	TOTAL EXPENDITURES	211,544.00		211,544.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:168	INFANT DEVELOPMENT PROGRAM	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	3,155,211.00	5,300.00-	3,149,911.00
B.	TOTAL EXPENDITURES	3,710,579.00	3,011.00	3,713,590.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	555,368.00-	8,311.00-	563,679.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	646,194.00		646,194.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	90,826.00	8,311.00-	82,515.00
F.	1) Beginning Balance	802,412.67		802,412.67
	2) Ending Balance, June 30	893,238.67	8,311.00-	884,927.67

Fund :01 GENERAL FUND		LinkCode:169		ALTA REGIONAL CENTER
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	260,000.00		260,000.00
B.	TOTAL EXPENDITURES	279,242.00	1,211.00	280,453.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	19,242.00-	1,211.00-	20,453.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	19,242.00-	1,211.00-	20,453.00-
F.	1) Beginning Balance	269,277.02		269,277.02
	2) Ending Balance, June 30	250,035.02	1,211.00-	248,824.02

Fund :01 GENERAL FUND		LinkCode:173		CALIF CLEAN ENERGY JOBS ACT
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	0.00		0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	132,118.00		132,118.00
	2) Ending Balance, June 30	132,118.00		132,118.00

Fund :01 GENERAL FUND		LinkCode:174		SCOE ARTS PROGRAM
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	24,351.00	1,262.00-	23,089.00
B.	TOTAL EXPENDITURES	33,205.00	1,415.00	34,620.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	8,854.00-	2,677.00-	11,531.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	20,000.00		20,000.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	11,146.00	2,677.00-	8,469.00
F.	1) Beginning Balance	13,980.69		13,980.69
	2) Ending Balance, June 30	25,126.69	2,677.00-	22,449.69

Fund :01 GENERAL FUND		LinkCode:176	FNL/CL - LOCAL INCOME
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	37,325.00	37,325.00
B.	TOTAL EXPENDITURES	15,709.00	29,736.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	21,616.00	7,589.00
D.	TOTAL OTHER FINANCING SOURCES/USES	186.00-	186.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	21,430.00	7,403.00
F.	1) Beginning Balance	30,940.12	30,940.12
	2) Ending Balance, June 30	52,370.12	38,343.12

Fund :01 GENERAL FUND		LinkCode:179	ENGLISH LANGUAGE PROF DEV
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	38,475.00	42,853.00
B.	TOTAL EXPENDITURES	39,006.00	39,006.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	531.00-	3,847.00
D.	TOTAL OTHER FINANCING SOURCES/USES	3,242.00	3,242.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	2,711.00	7,089.00
F.	1) Beginning Balance	182,448.81	182,448.81
	2) Ending Balance, June 30	185,159.81	189,537.81

Fund :01 GENERAL FUND		LinkCode:180	QEIA COE OVERSIGHT
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	0.00	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	147,266.43	147,266.43
	2) Ending Balance, June 30	147,266.43	147,266.43

Fund :01 GENERAL FUND		LinkCode:184		SCHOOL OF EDUC LEADERSHIP
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	1,252,540.00	9,625.00-	1,242,915.00
B.	TOTAL EXPENDITURES	1,201,094.00	99,570.00-	1,101,524.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	51,446.00	89,945.00	141,391.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	51,446.00	89,945.00	141,391.00
F.	1) Beginning Balance	600,619.59		600,619.59
	2) Ending Balance, June 30	652,065.59	89,945.00	742,010.59

Fund :01 GENERAL FUND		LinkCode:188		ACCOUNTABILITY & ASSESSMNT
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	410,198.00	2,226.00	412,424.00
B.	TOTAL EXPENDITURES	653,306.00	47,551.00	700,857.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	243,108.00-	45,325.00-	288,433.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	198,625.00	3,730.00-	194,895.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	44,483.00-	49,055.00-	93,538.00-
F.	1) Beginning Balance	535,300.65		535,300.65
	2) Ending Balance, June 30	490,817.65	49,055.00-	441,762.65

Fund :01 GENERAL FUND		LinkCode:204		PROJECT SAVE-LOCAL INCOME
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	13,000.00		13,000.00
B.	TOTAL EXPENDITURES	13,000.00		13,000.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	2,638.15		2,638.15
	2) Ending Balance, June 30	2,638.15		2,638.15

Fund :01 GENERAL FUND		LinkCode:205	COUNTY ALCOHOL & DRUG
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	3,399,465.00	3,399,465.00
B.	TOTAL EXPENDITURES	3,399,465.00	3,399,465.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:207	STUDENT EVENTS
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	309,491.00	4,098.00
B.	TOTAL EXPENDITURES	489,828.00	15,816.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	180,337.00-	11,718.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	184,457.00	3,340.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	4,120.00	8,378.00-
F.	1) Beginning Balance	15,664.99	15,664.99
	2) Ending Balance, June 30	19,784.99	8,378.00-

Fund :01 GENERAL FUND		LinkCode:208	EARLY LEARNING - LOCAL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	39,277.00	15,325.00-
B.	TOTAL EXPENDITURES	45,591.00	19,010.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	6,314.00-	3,685.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	2,629.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	6,314.00-	3,685.00
F.	1) Beginning Balance	9,988.36	2,629.00-
	2) Ending Balance, June 30	3,674.36	9,988.36

Fund :01 GENERAL FUND		LinkCode:209	TEACHER OF THE YEAR
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	8,040.00	8,040.00
B.	TOTAL EXPENDITURES	18,764.00	18,884.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	10,724.00-	10,844.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	6,000.00	6,000.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	4,724.00-	4,844.00-
F.	1) Beginning Balance	14,444.55	14,444.55
	2) Ending Balance, June 30	9,720.55	9,600.55

Fund :01 GENERAL FUND		LinkCode:216	CONTENT LITERACY INQUIRY CITZ
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	2,430,469.00	2,176,676.00
B.	TOTAL EXPENDITURES	2,431,772.00	2,177,979.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,303.00-	1,303.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	1,303.00	1,303.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:218	CIVICS ENGAGEMENT PROJECTS
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	39,738.00	80,054.00
B.	TOTAL EXPENDITURES	43,346.00	91,802.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	3,608.00-	11,748.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	1,303.00-	1,303.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	4,911.00-	13,051.00-
F.	1) Beginning Balance	39,498.90	39,498.90
	2) Ending Balance, June 30	34,587.90	26,447.90

Fund :01 GENERAL FUND		LinkCode:221 LIBRARIES HELPING IMMIGRANTS	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	20,165.00		20,165.00
B. TOTAL EXPENDITURES	20,165.00		20,165.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:225 TOOLBOX GRANT	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	0.00	215.00	215.00
B. TOTAL EXPENDITURES	0.00	215.00	215.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:226 WATERSHED EDUCATION GRANT	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	2,500.00		2,500.00
B. TOTAL EXPENDITURES	2,500.00		2,500.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:230		CA OFFICE OF TRAFFIC SAFETY
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	170,077.00	1.00	170,078.00
B.	TOTAL EXPENDITURES	170,263.00	1.00	170,264.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	186.00-		186.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	186.00		186.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:232		TELEPHONES
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	4,528.00	2,717.00	7,245.00
B.	TOTAL EXPENDITURES	66,080.00-	14,318.00	51,762.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	70,608.00	11,601.00-	59,007.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	70,608.00	11,601.00-	59,007.00
F.	1) Beginning Balance	66,228.05		66,228.05
	2) Ending Balance, June 30	136,836.05	11,601.00-	125,235.05

Fund :01 GENERAL FUND		LinkCode:233		SCOE VIDEO PRODUCTIONS
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	11,362.00		11,362.00
B.	TOTAL EXPENDITURES	11,735.00	6,966.00	18,701.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	373.00-	6,966.00-	7,339.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	373.00-	6,966.00-	7,339.00-
F.	1) Beginning Balance	22,898.47		22,898.47
	2) Ending Balance, June 30	22,525.47	6,966.00-	15,559.47

Fund :01 GENERAL FUND		LinkCode:236	SELPA GROWTH - LEGAL FEE
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	0.00	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	290,995.10	290,995.10
	2) Ending Balance, June 30	290,995.10	290,995.10

Fund :01 GENERAL FUND		LinkCode:237	CA HIGHSCHOOL PROFICIENCY EXAM
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	1,147,583.00	30,435.00-
B.	TOTAL EXPENDITURES	1,147,583.00	30,435.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:239	CPIN-CAPITAL SVC REGION
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	4,849.00	4,849.00
B.	TOTAL EXPENDITURES	4,849.00	4,849.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:242		INTERNET & MEDIA SVC-LOCAL
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	27,882.00	453.00	28,335.00
B.	TOTAL EXPENDITURES	104,589.00-	78,089.00-	182,678.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	132,471.00	78,542.00	211,013.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	132,471.00	78,542.00	211,013.00
F.	1) Beginning Balance	588,250.40		588,250.40
	2) Ending Balance, June 30	720,721.40	78,542.00	799,263.40

Fund :01 GENERAL FUND		LinkCode:243		SETA-EARLY HEADSTART
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	562,530.00	4,126.00-	558,404.00
B.	TOTAL EXPENDITURES	562,530.00	4,126.00-	558,404.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:245		HSE TESTING
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	2,000.00		2,000.00
B.	TOTAL EXPENDITURES	7,297.00		7,297.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	5,297.00-		5,297.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	5,297.00-		5,297.00-
F.	1) Beginning Balance	31,268.36		31,268.36
	2) Ending Balance, June 30	25,971.36		25,971.36

Fund :01 GENERAL FUND		LinkCode:253	POWER OF DISCOVERY:STEM
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	103,000.00	103,000.00
B.	TOTAL EXPENDITURES	103,000.00	103,000.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:256	TEACH CALIFORNIA
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	95,608.00	95,608.00
B.	TOTAL EXPENDITURES	95,608.00	95,608.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:257	TECHNOLOGY SVCS-LOCAL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	162,732.00	162,732.00
B.	TOTAL EXPENDITURES	155,521.00	155,521.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	7,211.00	7,211.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	7,211.00	7,211.00
F.	1) Beginning Balance	69,451.24	69,451.24
	2) Ending Balance, June 30	76,662.24	76,662.24

Fund :01 GENERAL FUND		LinkCode:259	FOSTER YOUTH COORDINATING PROG	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	896,290.00		896,290.00
B.	TOTAL EXPENDITURES	896,290.00		896,290.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:268	SYST SUPP EXPANDED LRNG	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	375,600.00		375,600.00
B.	TOTAL EXPENDITURES	393,884.00	4,029.00	397,913.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	18,284.00-	4,029.00-	22,313.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	18,284.00-	4,029.00-	22,313.00-
F.	1) Beginning Balance	84,878.76		84,878.76
	2) Ending Balance, June 30	66,594.76	4,029.00-	62,565.76

Fund :01 GENERAL FUND		LinkCode:271	FNL TEAM MENTOR PARTNRSHP	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	6,000.00		6,000.00
B.	TOTAL EXPENDITURES	6,000.00		6,000.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:276		CA ENGLISH LANG DEVEL TEST
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	49,424.00		49,424.00
B.	TOTAL EXPENDITURES	49,424.00		49,424.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:284		COMP SUPPORT & IMPRMT COE
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	78,121.00		78,121.00
B.	TOTAL EXPENDITURES	78,145.00		78,145.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	24.00-		24.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	24.00		24.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:293		SEEDS PARTNERSHIP:FAMILY ENGAG
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	400,000.00	7,345.00	407,345.00
B.	TOTAL EXPENDITURES	400,000.00	7,345.00	407,345.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:294	CA CCSS COLLABORATION
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	9,431.00	9,431.00
B.	TOTAL EXPENDITURES	18,001.00	18,001.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	8,570.00-	8,570.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	8,570.00-	8,570.00-
F.	1) Beginning Balance	8,570.36	8,570.36
	2) Ending Balance, June 30	0.36	0.36

Fund :01 GENERAL FUND		LinkCode:299	FOUNDATIONS GRANT CCSS
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	97,915.00	125,396.00
B.	TOTAL EXPENDITURES	97,915.00	125,396.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:301	PLANNING & IMPROVEMENT LOCAL
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	455.00	455.00
B.	TOTAL EXPENDITURES	3,106.00	8,660.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	2,651.00-	8,205.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	24.00-	24.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	2,675.00-	8,229.00-
F.	1) Beginning Balance	121,633.86	121,633.86
	2) Ending Balance, June 30	118,958.86	113,404.86

Fund :01 GENERAL FUND		LinkCode:302	SCHOOL OF EDUC TEACHING	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	2,231,519.00	12,616.00-	2,218,903.00
B.	TOTAL EXPENDITURES	2,189,199.00	16,876.00-	2,172,323.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	42,320.00	4,260.00	46,580.00
D.	TOTAL OTHER FINANCING SOURCES/USES	20,000.00-		20,000.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	22,320.00	4,260.00	26,580.00
F.	1) Beginning Balance	1,110,661.10		1,110,661.10
	2) Ending Balance, June 30	1,132,981.10	4,260.00	1,137,241.10

Fund :01 GENERAL FUND		LinkCode:306	GEOGRAPHIC LEAD AGENCY	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	250,000.00	22,928.00	272,928.00
B.	TOTAL EXPENDITURES	250,000.00	22,928.00	272,928.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:310	MENTAL HEALTH SERVICES ACT	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	379,784.00	35,216.00	415,000.00
B.	TOTAL EXPENDITURES	379,784.00	35,216.00	415,000.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:313	FOSTER YOUTH SVCS MAA	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	3,267.00		3,267.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	3,267.00-		3,267.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	3,267.00-		3,267.00-
F.	1) Beginning Balance	30,391.61		30,391.61
	2) Ending Balance, June 30	27,124.61		27,124.61

Fund :01 GENERAL FUND		LinkCode:314	PRINCIPALS ACADEMY	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	18,000.00	18,000.00-	0.00
B.	TOTAL EXPENDITURES	4,266.00	4,266.00-	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	13,734.00	13,734.00-	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	13,734.00	13,734.00-	0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	13,734.00	13,734.00-	0.00

Fund :01 GENERAL FUND		LinkCode:316	PREVENTION SERVICES MAA	
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	0.00		0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	7,486.19		7,486.19
	2) Ending Balance, June 30	7,486.19		7,486.19

Fund :01 GENERAL FUND		LinkCode:317	PROJECT TEACH MAA
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	0.00	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	5,894.16	5,894.16
	2) Ending Balance, June 30	5,894.16	5,894.16

Fund :01 GENERAL FUND		LinkCode:320	FIRST FIVE QLTY CHILD CARE
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	50,042.00	50,042.00
B.	TOTAL EXPENDITURES	50,042.00	50,042.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:321	CA STATEWIDE PHY FITNESS TEST
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	131,999.00	134,499.00
B.	TOTAL EXPENDITURES	131,999.00	134,499.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:324		ENGLISH LANGUAGE PROF ASMTS CA
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	2,816,184.00	160,735.00	2,976,919.00
B.	TOTAL EXPENDITURES	2,816,184.00	160,735.00	2,976,919.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:325		EARLY LEARNING MAA
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	0.00		0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	4,618.75		4,618.75
	2) Ending Balance, June 30	4,618.75		4,618.75

Fund :01 GENERAL FUND		LinkCode:328		CENSUS PROJECT 2020
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	234,111.00		234,111.00
B.	TOTAL EXPENDITURES	234,111.00		234,111.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:329	WILLIAMS-RELATED OVERSIGHT
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	0.00	0.00
B.	TOTAL EXPENDITURES	284,356.00	283,830.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	284,356.00-	283,830.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	284,356.00	283,836.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	6.00
F.	1) Beginning Balance	39,838.51	39,838.51
	2) Ending Balance, June 30	39,838.51	39,844.51

Fund :01 GENERAL FUND		LinkCode:331	BILINGUAL TCHR PROF DVLPT PRGM
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	393,371.00	396,071.00
B.	TOTAL EXPENDITURES	393,371.00	396,071.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00	0.00
F.	1) Beginning Balance	0.00	0.00
	2) Ending Balance, June 30	0.00	0.00

Fund :01 GENERAL FUND		LinkCode:336	REGION III SELPA-CONFERENCES
		Approved Budget	Increase (Decrease)
			Revised Budget

A.	TOTAL REVENUES	11,820.00	11,820.00
B.	TOTAL EXPENDITURES	7,500.00	7,500.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	4,320.00	4,320.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	4,320.00	4,320.00
F.	1) Beginning Balance	72,892.66	72,892.66
	2) Ending Balance, June 30	77,212.66	77,212.66

Fund :01 GENERAL FUND		LinkCode:337 CAREER TECH ED INCENTIVE GRANT		
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	611,210.00		611,210.00
B.	TOTAL EXPENDITURES	621,038.00	6,595.00	627,633.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	9,828.00-	6,595.00-	16,423.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	9,828.00-	6,595.00-	16,423.00-
F.	1) Beginning Balance	46,678.22		46,678.22
	2) Ending Balance, June 30	36,850.22	6,595.00-	30,255.22

Fund :01 GENERAL FUND		LinkCode:338 TECHASSIST-CAREER TECH ED GRNT		
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	302,292.00		302,292.00
B.	TOTAL EXPENDITURES	302,292.00		302,292.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:340 CAL ED PROGRAM		
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	124,371.00	7,623.00-	116,748.00
B.	TOTAL EXPENDITURES	124,371.00	7,623.00-	116,748.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:351		STDNT SUPPORT & ACAD ENRCHMNT
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	1,002,189.00	173,718.00-	828,471.00
B.	TOTAL EXPENDITURES	1,002,189.00	173,718.00-	828,471.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:353		CAASPP
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	2,483,765.00	26,143.00-	2,457,622.00
B.	TOTAL EXPENDITURES	2,483,765.00	26,143.00-	2,457,622.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :01 GENERAL FUND		LinkCode:400		STRS ON-BEHALF PENSION CONTRIB
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	1,744,840.00		1,744,840.00
B.	TOTAL EXPENDITURES	1,744,840.00		1,744,840.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F.	1) Beginning Balance	0.00		0.00
	2) Ending Balance, June 30	0.00		0.00

Fund :10 SPECIAL EDUCATION PASS-THROUGH

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	34,070,588.00	540,781.00	34,611,369.00
B. TOTAL EXPENDITURES	34,082,257.00	596,196.00	34,678,453.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	11,669.00-	55,415.00-	67,084.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	11,669.00-	55,415.00-	67,084.00-
F. 1) Beginning Balance	1,968,844.35		1,968,844.35
2) Ending Balance, June 30	1,957,175.35	55,415.00-	1,901,760.35

Fund :11 ADULT EDUCATION

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	15,652,176.00	92,062.00-	15,560,114.00
B. TOTAL EXPENDITURES	15,620,649.00	233,872.00-	15,386,777.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	31,527.00	141,810.00	173,337.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	31,527.00	141,810.00	173,337.00
F. 1) Beginning Balance	279,523.16		279,523.16
2) Ending Balance, June 30	311,050.16	141,810.00	452,860.16

Fund :12 CHILD DEVELOPMENT FUND

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	7,125,762.00	31,940.00-	7,093,822.00
B. TOTAL EXPENDITURES	7,208,626.00	33,122.00-	7,175,504.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	82,864.00-	1,182.00	81,682.00-
D. TOTAL OTHER FINANCING SOURCES/USES	83,831.00	352.00-	83,479.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	967.00	830.00	1,797.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	967.00	830.00	1,797.00

Fund :17 SP RES-OTHER THAN CAP OUTLAY

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	6,433.00		6,433.00
B. TOTAL EXPENDITURES	0.00		0.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	6,433.00		6,433.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	6,433.00		6,433.00
F. 1) Beginning Balance	718,000.31		718,000.31
2) Ending Balance, June 30	724,433.31		724,433.31

Fund :20 SPEC RESRV POSTEMPLOY BENEFITS

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	600.00	1,100.00	1,700.00
B. TOTAL EXPENDITURES	0.00		0.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	600.00	1,100.00	1,700.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	600.00	1,100.00	1,700.00
F. 1) Beginning Balance	170,031.03		170,031.03
2) Ending Balance, June 30	170,631.03	1,100.00	171,731.03

Fund :25 CAPITAL FACILITIES FUND

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	117,105.00	36,036.00	153,141.00
B. TOTAL EXPENDITURES	116,375.00		116,375.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	730.00	36,036.00	36,766.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	730.00	36,036.00	36,766.00
F. 1) Beginning Balance	351,670.96		351,670.96
2) Ending Balance, June 30	352,400.96	36,036.00	388,436.96

Fund :35 COUNTY SCHOOL FACILITIES FUND

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	1,800,000.00		1,800,000.00
B. TOTAL EXPENDITURES	1,800,000.00		1,800,000.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	0.00		0.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	0.00		0.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	0.00		0.00

Fund :77 BENEFIT TRUST FUND

	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	572,062.00-	4,712,001.00	4,139,939.00
B. TOTAL EXPENDITURES	2,406,340.00		2,406,340.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	2,978,402.00-	4,712,001.00	1,733,599.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	2,978,402.00-	4,712,001.00	1,733,599.00
F. 1) Beginning Balance	49,627,008.53		49,627,008.53
2) Ending Balance, June 30	46,648,606.53	4,712,001.00	51,360,607.53

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2019-2020 Budget	Agenda Item No.: VIII.F. Enclosures: Separate Enclosures
Reason: Adoption	From: David W. Gordon Prepared By: Tamara Sanchez Board Meeting Date: 06/25/19

BACKGROUND:

In January 2019, the Superintendent’s Cabinet and Program Managers began budget development activities for the fiscal year 2019-2020 budget. The development of the 2019-2020 budget will follow the single budget adoption cycle. The process requires the County Board to hold a public hearing and adopt the 2019-2020 budget by July 1, 2019.

The following documents are being submitted under separate cover:

- Certification of Adoption
- County Schools Service Fund
- Special Education Pass-Through Fund
- Adult Education Fund
- Child Development Fund
- Workers’ Compensation Fund
- Special Reserve Post-Employment Benefits Fund
- Capital Facilities Fund
- County School Facilities Fund
- Criteria and Standards Summary Review

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education adopt the 2019-2020 Budgets – July 1, 2019.

- Certification of Adoption
- County Schools Service Fund
- Special Education Pass-Through Fund
- Adult Education Fund
- Child Development Fund
- Workers’ Compensation Fund
- Special Reserve Post-Employment Benefits Fund
- Capital Facilities Fund
- County School Facilities Fund
- Criteria and Standards Summary Review

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Establish July 9, 2019 as the 2019-2020 Annual Organizational Meeting Date	Agenda Item No.: VIII.G. Enclosures: 1
Reason: Action	From: David W. Gordon Prepared By: Carla Miller Board Meeting Date: 06/25/19

BACKGROUND:

The County Board of Education is required to organize at a meeting held each year and elect the officers of the Board as outlined in Board Bylaw 9100 (attached). According to Education Code section 1009, this meeting is required to be held on the first meeting on or after the first day in July. It is proposed that the Annual Organizational Meeting be held on Tuesday, July 9, 2019.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board establish July 9, 2019 as the Annual Organizational Meeting date for 2019-2020.

9000 – BYLAWS OF THE BOARD

ELECTION OF OFFICERS

BB 9100

(Page 1 of 1)

The Sacramento County Board of Education (Board) shall hold an annual organizational meeting as required by law. Officers shall be elected and operational procedures reviewed.

At the annual organizational meeting, the Board shall elect one member to the office of president and one member to the office of vice president.

Should the president vacate the office prior to the expiration of the term, the vice president shall become president and a new vice president shall be elected from the remaining members of the Board.

Should the vice president vacate the office prior to the expiration of the term, a new vice president shall be elected from the remaining members of the Board.

The annual election of officers shall be conducted in accordance with Robert's Rules of Order, Newly Revised.

The County Superintendent shall serve as ex-officio secretary to the Board.

Legal References:

EDUCATION CODE

1009 Annual organization of county board of education

1010 Ex officio secretary

03/27/89	Draft
05/24/89	Revised
07/11/89	Revised
07/18/89	First Reading
08/15/89	Second Reading
08/15/89	Approved
09/17/13	Reviewed by Policy Committee
11/12/13	First Reading
12/10/13	Second Reading and Adoption (formerly BB 8230)
01/17/14	Distribution

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

Subject: Revisions to Board Policy 5121 – Pupil Achievement	Agenda Item No.: VIII.H. Enclosures: 3
Reason: Second Reading and Adoption of Board Policy Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 06/25/19

BACKGROUND:

Attached are proposed revisions to Board Policy 5121 – Pupil Achievement. 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 current law and SCOE practices.

The Policy Committee reviewed Board Policy 5121 – Pupil Achievement on March 19 and May 7, 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 June 11, 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 5121 – Pupil Achievement.

DRAFT

5000 - STUDENTS

STUDENT PUPIL ACHIEVEMENT

BP 5121
(Page 1 of 3)

Teachers shall regularly monitor a pupil's achievement and provide a report to parents/guardians on a quarterly or trimester basis consistent with the school's grading period. A teacher shall base a pupil's grades and/or progress solely on the quality of the pupil's academic work and mastery of course content. Pupils shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate.

SCOE programs also emphasize the development of social emotional skills. Staff will continually evaluate these skills with pupils, counselors, parents/guardians, and other individuals as appropriate. However, these skills and other elements that are not a direct measure of knowledge and understanding of course content (such as attendance, effort, pupil conduct, and work habits) shall not be factored into the academic grade or progress report but may be evaluated separately.

Whenever a pupil misses an assignment or assessment due to either an excused or unexcused absence, the pupil shall be given the opportunity to earn full credit for subsequent satisfactory completion of the assignment or assessment (or an equivalent assignment or assessment) prior to the end of the current grading period.

Teachers will make a diligent effort to contact the parent/guardian of a struggling pupil. The teacher, parent/guardian, and (when appropriate) site administrator, should consider appropriate academic and social-emotional interventions to help a struggling pupil succeed. Whenever it becomes evident to a teacher that a pupil is in danger of failing a course, the teacher shall timely arrange a conference with the pupil's parent/guardian or send the parent/guardian a written report. Teachers will notify site administrators of all failing grades prior to issuing them at the end of a grading period.

When a pupil has completed approved coursework at a community college or four-year college, the pupil shall receive the same letter grade as is granted by the college and will earn college credit pursuant to Board Policy and Administrative Rule and Regulation 6172.1.

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation.

DRAFT

5000 - STUDENTS

STUDENT PUPIL ACHIEVEMENT

BP 5121
(Page 2 of 3)

Legal Reference:

EDUCATION CODE

48205 Excused absences

48800-48802 Enrollment in community college

49066 Final grades

49067 Regulations regarding pupil's achievement

49069.5 Pupils in foster care, grades and credits

76000-76002 Enrollment in community college

04/10/90	Draft
10/16/90	First Reading
11/13/90	Second Reading
11/13/90	Approved
03/19/19	Reviewed by Policy Committee
05/07/19	Reviewed by Policy Committee
06/11/19	First Reading
06/25/19	Second Reading and Adoption

DRAFT

5000 PERSONNEL

STUDENT ACHIEVEMENT

BP 5121

(Page 3 of 3)

~~_____ The teacher shall evaluate each pupil's achievement and the evaluation shall be recorded at the end of each grading period. The results of the evaluation shall be reported to the pupil's parent or guardian.~~

~~_____ This assessment shall be used to assist in the development and structuring of the pupil's academic growth.~~

~~_____ When a pupil is failing or is in danger of failing a course, the pupil's parent or guardian will be notified through a conference or written report.~~

~~REFERENCE: _____ California Education Code 44662, 48431.6, and 49067~~

~~04/10/90 _____ Draft~~

~~10/16/90 _____ First Reading~~

~~11/13/90 _____ Second Reading~~

~~11/13/90 _____ Approved~~

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Board Policy 6173 – Homeless Education	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: 06/25/19

BACKGROUND:

Attached are proposed revisions to Board Policy 6173 – Homeless Education. All proposed revisions are indicated by strikeouts and bold underlined additions.

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

- Policy changes are proposed to reflect recent changes to federal law.

The Policy Committee reviewed Board Policy 6173 – Homeless Education on March 19 and May 7, 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 June 11, 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 6173 – Homeless Education.

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

BP 6173

(Page 1 of 4)

Sacramento County Office of Education (SCOE) shall provide opportunities for pupils experiencing homelessness to meet the same challenging academic standards that all pupils are expected to meet. The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless pupils and the retention of homeless pupils including those due to absences or outstanding fees or fines.

Enrollment

Education placement decisions for SCOE pupils experiencing homelessness shall be based on a pupil's best interest as defined by law.

SCOE pupils experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless pupils on school grounds for short periods of time for health and safety emergencies and to provide temporary, special, and supplementary services to meet the unique needs of homeless pupils.

Pupils experiencing homelessness have a right to continue at or enroll in SCOE's community schools and at other SCOE school sites if they are otherwise eligible. A school site will enroll the homeless child or youth, even if the child or youth: 1) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization, and other required health records, or other documentation; or (2) has missed application or enrollment deadlines during any period of homelessness.

Information about a homeless pupil's living situation shall be considered part of a pupil's educational record, subject to the Family Educational Rights and Privacy Act, and shall not be deemed to be directory information under the Act.

Transfer of Coursework/Graduation Requirements

Pupils in homeless situations shall be entitled to the transfer of credits for coursework successfully completed, including partial credits, consistent with BP 6173.1 and BP 6146.3. When a homeless pupil who may qualify for an exemption from SCOE's graduation requirements transfers into a SCOE program, SCOE will within 30 calendar days of the pupil's transfer notify the pupil, educational rights holder, and SCOE homeless liaison of the availability of the exemption and whether the pupil qualifies for it. (See BP 6146.1 – Graduation Requirements.)

SCOE will use its Uniform Complaint Procedures (ARR 1312.3) to investigate and resolve complaints that SCOE has not complied with requirements regarding the transfer of credits or the exemption of local graduation requirements for homeless youth.

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

BP 6173

(Page 2 of 4)

Services

Each homeless pupil shall be provided services that are comparable to services offered to other pupils in the school, including, but not limited to, transportation, educational programs for which the pupil meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for pupils with disabilities, and educational programs for English learners), career and technical education programs, and school nutrition programs.

When a parent or guardian of a pupil who becomes homeless requests that transportation be provided, SCOE shall arrange for transportation for a pupil to a SCOE school for the duration of homelessness to the extent required by law in consultation with the school district(s) in which the pupil is located.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless pupils are promptly identified, ensure that homeless pupils have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

The Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other activities with other local educational agencies. When a person who is experiencing homelessness also has a disability, the Superintendent or designee shall coordinate services as required by law within the SCOE programs and with other involved local educational agencies.

Liaison

The Superintendent shall designate a staff person as the SCOE liaison for homeless children and youth to assist with access to SCOE's education and services. The liaison shall fulfill the duties specified in 42 United States Code section 11432 to assist in identifying and supporting homeless pupils to succeed in school.

Liaisons and other appropriate staff shall participate in professional development and other technical assistance to assist them in identifying and meeting the needs of homeless pupils and in understanding the definitions of terms related to homelessness as used in applicable laws.

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

BP 6173

(Page 3 of 4)

Board Reports

Annually, the Superintendent or designee shall report to the Board on outcomes for pupils experiencing homelessness, which may include, but are not limited to, school attendance, achievement test results, promotion and retention rates, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the Local Control and Accountability Plan.

Dispute Resolution Process

SCOE shall assist in resolving school district disputes regarding **eligibility**, school selection, and **or** enrollment of homeless children and youth pursuant to the resolution process developed by the California Department of Education. SCOE's procedures for resolving such disputes are in Administrative Rule and Regulation 6173.

Legal Reference:

EDUCATION CODE

1980-1986 County community schools
39807.5 Payment of transportation costs by parents and exemptions
48645.5 Acceptance of coursework
48850 Educational opportunities for children who are homeless or in foster care
48852.7 Education of homeless child in school of origin
48915.5 Suspension and expulsion
51225.1 Exemption from district graduation requirements
51225.2 Pupils in foster care/homeless youth; coursework and credits

TITLE 20, UNITED STATES CODE

6311 Title I state plan; state and local educational agency report cards

TITLE 42, UNITED STATES CODE

11431-11435 McKinney-Vento Homeless Assistance Act

01/25/06	First Reading
02/22/06	Second Reading and Adoption
07/15/14	Reviewed by Policy Committee
10/07/14	Reviewed by Policy Committee
11/18/14	Reviewed by Policy Committee
12/16/14	First Reading
01/13/15	Second Reading and Adoption

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

BP 6173

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01/16/15	Distribution
02/16/16	Reviewed by Policy Committee
03/15/16	First Reading
04/19/16	Second Reading and Adoption
04/25/16	Distribution
11/15/16	Reviewed by Policy Committee
01/17/17	Reviewed by Policy Committee
02/07/17	First Reading
02/21/17	Second Reading and Adoption
03/10/17	Distribution
<u>03/19/19</u>	<u>Reviewed by Policy Committee</u>
<u>05/07/19</u>	<u>Reviewed by Policy Committee</u>
<u>06/11/19</u>	<u>First Reading</u>
<u>06/25/19</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 Administrative Rules and Regulations 5121 – Student Achievement	Agenda Item No.: VIII.J. Enclosures: 2
Reason: Informational	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 06/25/19

BACKGROUND:

The Sacramento County Office of Education (SCOE) and the Sacramento County Superintendent of Schools have attached the proposed elimination of Administrative Rules and Regulations (ARR) 5121 – Student Achievement. This ARR is no longer necessary because its contents are encompassed by BP 5121 Pupil Achievement.

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

5000 – STUDENTS

STUDENT ACHIEVEMENT

ARR 5121
(Page 1 of 2)

I. When a pupil is in danger of failing a course, the parent(s) shall be notified utilizing Form DN-1.

A. The classroom teacher will initiate the Deficiency Notice when the following factors constitute a consideration for failing the pupil.

Academic Factors

Neglects class assignments/homework
Exhibits very little effort
Failing grades

Other Factors

Frequent absences
Frequent tardies
Poor study habits
Failure to use class time wisely
Student conduct

B. The classroom teacher will meet with the pupil and discuss his/her performance and will then:

1. Have pupil sign the form.
2. Complete and sign form.
3. Forward form to Principal/Area Coordinator
4. Principal/Area Coordinator will review and sign form.
5. Form will be mailed to parents.

II. The parents/guardians of the pupil shall be requested to attend a conference. The failure of the parents to attend the conference, or to respond to written report, shall not preclude failing the pupil at the end of the grading period.

III. The Administrative Rules and Regulations shall be applicable to both regular education pupils and exceptional pupils.

4/10/90 Draft

11/13/90 Reviewed by Board of Education

06/18/19 Reviewed by Cabinet

06/25/19 Reviewed by Board of Education and Elimination

SACRAMENTO COUNTY OFFICE OF EDUCATION
DEFICIENCY NOTICE – GRADES 7-12

STUDENT'S NAME _____ SCHOOL _____ DATE _____

SUBJECT(S) _____ PERIOD _____ GRADE _____

TO PARENT/GUARDIAN: Your son/daughter is presently having difficulty in subject(s) named and is consequently in danger of failure. His/her grade in progress is _____. The factors checked below contribute to the deficiency.

ACADEMIC FACTORS

- Very little effort
- Neglects homework
- Other

OTHER FACTORS

- Frequent absences # _____ to date
- Frequent tardies # _____ to date
- Poor study habits
- Failure to use class time wisely
- Study conduct

I AGREE TO NOTIFY MY PARENT/GUARDIAN OF THIS DEFICIENCY NOTICE AND TO DISCUSS SPECIFIC DETAILS WITH THEM.

Student's Signature Date

Teacher's Signature Date

Principal/Area Coordinator's Signature Date

Parent/Guardian's Signature Date

Original to Parent/Guardian

cc: Principal/Area Coordinator
Teacher

PARENT/GUARDIAN: You are encouraged to confer with the teacher regarding the deficiency. Please call for an appointment.

Telephone: _____

Most convenient time: _____

PARENT/GUARDIAN: Please sign this notice and return it to the teacher **within three days**.

DN-1

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Administrative Rules and Regulations 6173 – Homeless Education	Agenda Item No.: VIII.K. Enclosures: 3
Reason: Informational	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 06/25/19

BACKGROUND:

The Sacramento County Office of Education (SCOE) and the Sacramento County Superintendent of Schools have revised the attached Administrative Rules and Regulations (ARR) 6173 – Homeless Education. The revisions update the ARR to reflect recent changes in federal law.

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

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

ARR 6173

(Page 1 of 3)

Homeless pupils means pupils who lack a fixed, regular, and adequate nighttime residence as defined in 42 United States Code section 11434a. (Ed. Code, § 48852.7; 42 U.S.C. § 11434a.)

Unaccompanied youth includes homeless youth who are not in the physical custody of a parent or guardian. (42 U.S.C. § 11434a.)

Homeless Liaison

The Superintendent has designated a staff person as the Sacramento County Office of Education's (SCOE) homeless liaison who can be contacted at:

Homeless Liaison
P.O. Box 269003, Sacramento, CA 95826-9003
916-228-2542

The homeless liaison will perform the duties required by law, including helping to identify, enroll, and provide support services to homeless pupils. (42 U.S.C. § 11432.) In addition, the homeless liaison may participate in expulsion proceedings for homeless pupils, including those for pupils with exceptional needs. (Ed. Code, §§ 48918.1, 48915.5.)

Enrollment

Academic placement decisions for youth experiencing homelessness shall be based on the pupil's best interest. SCOE shall consider ~~student~~ **pupil**-centered factors related to the pupil's best interest, including those related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the pupil's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 U.S.C. § 11432.)

Pupils experiencing homelessness will be immediately enrolled even if the pupil is missing records normally required for enrollment. The homeless liaison can assist in obtaining necessary records, including those regarding immunizations or academics.

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 U.S.C. § 11432.)

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

ARR 6173

(Page 2 of 3)

If a dispute arises over ~~school~~ eligibility, **school** selection or enrollment, the matter will be referred to SCOE's homeless liaison, who shall gather all relevant documents and carry out the dispute resolution process, as set forth below, as expeditiously as possible. (42 U.S.C. § 11432.)

Dispute Resolution Process

Pursuant to a process established by the California Department of Education (CDE), Local Educational Agencies (LEAs) appeal unresolved ~~school~~ eligibility, **school** selection, and enrollment matters regarding homeless pupils to SCOE.

When a dispute is unresolved or is appealed, the LEA's homeless liaison, with the approval of the parent, guardian or unaccompanied youth, shall forward all written documentation and related paperwork to the homeless liaison at SCOE. Upon receipt of a dispute, SCOE will utilize the following dispute resolution process:

- The SCOE liaison will review the materials submitted by the involved LEA and determine the **eligibility**, school selection, or enrollment decision within five (5) working days of receipt of the materials. The SCOE liaison will notify the LEA and parent, guardian or unaccompanied youth of the decision.
- The SCOE liaison will provide a written explanation of the decision regarding **eligibility**, school selection, or enrollment to the LEA and the parent, guardian or unaccompanied youth. The written explanation shall include information regarding the right of the parent, guardian or unaccompanied youth to appeal the SCOE liaison's decision to the State Homeless Coordinator. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian or unaccompanied youth can understand.
- If the dispute remains unresolved or is appealed, the SCOE liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator who will notify the parent, guardian or unaccompanied youth of the final **eligibility**, school selection, or enrollment decision within ten (10) working days of receipt of materials.

02/16/10	Review by Policy Committee
03/02/10	Provided to Board for review and comment
05/14/10	Distribution
12/10/14	Reviewed by Cabinet
01/13/15	Reviewed by Board of Education
01/16/15	Distribution
01/31/17	Reviewed by Cabinet

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

ARR 6173

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02/21/17 Reviewed by Board of Education

03/10/17 Distribution

06/18/19 Reviewed by Cabinet

06/25/19 Reviewed by Board of Education

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2019-2020 Annual Report: LCAP and Differentiated Assistance	Agenda Item No.: VIII.L. Enclosures: 3
Reason: Informational Item	From: David W. Gordon Prepared By: Dr. Al Rogers Dr. Nancy Herota Board Meeting Date: 06/25/19

BACKGROUND:

Beginning with the 2018-2019 fiscal year, *Ed Code 52066(i)(1)* requires each county superintendent of schools to prepare a summary of how the county office plans to support school districts and schools within the county. The summary shall include the following:

- (A) A description of how the Sacramento County Office of Education (SCOE) will support the continuous improvement of all school districts within Sacramento County, including steps SCOE plans to take to collaborate with other state and county educational agencies in implementing the LCAP.
- (B) A description of how SCOE will assist each school district eligible for Differentiated Assistance including the activities to be performed by SCOE, the source of funding for those activities, and actions the school districts will take independent of SCOE to improve student outcomes.
- (C) Goal for completing the review of LCAPs submitted by school districts and metrics for assessing progress towards this goal.

SCOE 2019-2020 Annual Report
LCAP and Differentiated Assistance Support

As per *Ed Code 52066(i)(1)(A)*, the Sacramento County Office of Education (SCOE) will support the continuous improvement of all school districts within Sacramento County to implement the LCAP through the following activities:

- SCOE data experts, content experts, experts in the areas of Special Education, English learners, and Foster Youth, improvement science coaches, and family engagement specialists will facilitate a series with district leadership teams to interpret and analyze CAASPP scores, Dashboard results, and other local data to identify key areas to target resources to improve equitable outcomes for students. The series will leverage district expertise in the area of evaluation by sharing best practices. Ongoing customized technical assistance will support deeper analysis of district and school needs, coherent planning, and effective implementation of improvement initiatives.
- The SCOE Social and Emotional Learning Community of Practice provides a platform for education communities to work together and build on the implicit and explicit social and emotional learning (SEL) practices already happening in schools. SCOE will support SEL integration through a regional community of practice that leverages the expertise of districts in the region to build the capacity for all.
- In response to district needs identified through Differentiated Assistance for eligible districts in 2018-2019, a cross-departmental, collaborative project of the SCOE Educational Services Department and the SCOE School of Education will bring a series of respected researchers and consultants in the field of Educational Equity and Restorative Practices to share their insights and knowledge with district leadership teams in Sacramento County in 2019-2020. District teams will be provided the opportunity to strategize and learn from each other about the structures and practices needed to attain equitable outcomes, effective and timely behavioral supports, and appropriate social and emotional learning opportunities for Sacramento County's at-risk youth, particularly our African American and Hispanic students. The collaborative project integrates with SCOE's Social and Emotional Learning Community of Practice to expand SEL integration.
- The Capitol Regional Area Assessment Network provides district leaders with key updates regarding statewide assessments and allows participants to share best practices regarding monitoring the progress of high-needs students and the evaluation of program effectiveness in ensuring equitable outcomes for students.
- SCOE's Curriculum and Instruction Department provides professional learning opportunities to support effective implementation of the Curriculum Frameworks.

As per *Ed Code 52066(i)(1)(A)*, the Sacramento County Superintendent of Schools will collaborate with California Collaborative for Education Excellence (CCEE), the California

Department of Education (CDE), other county superintendents (CCSESA), Geographic Lead Agencies, and the System of Support Lead Agencies to support implementation of the LCAP in the following ways:

- The Sacramento County Superintendent of Schools participates in quarterly meetings with representatives from the CCEE, CDE, and CCSESA.
- The Sacramento County Superintendent of Schools, Assistant Superintendent of Educational Services, and LCAP Director facilitate the CCSESA Fiscal and LCAP Advisory Committee with CCSESA representatives and Geographic Leads Agencies.
- The SCOE Assistant Superintendent of Educational Services, LCAP Director, and Director of Social and Emotional Learning meet monthly with Region 3 Curriculum and Instruction leaders from CCSESA.
- The SCOE Deputy Superintendent, Assistant Superintendent of Educational Services, LCAP Director, and Director of Social and Emotional Learning meet bi-monthly with Curriculum and Instruction leaders across the state at the Curriculum and Instruction Steering Committee (CISC) meetings in collaboration with representatives from the CCEE, CDE, CCSESA, Geographic Lead Agencies, and System of Support Lead Agencies.
- The SCOE LCAP Director and English Language Development Regional Lead attend monthly CDE State and Federal Program meetings.
- The SCOE Assistant Superintendent of Educational Services attends quarterly Statewide System of Support meetings with representatives from the Geographic Lead Agencies.

As per *Ed Code 52066(i)(1)(B)*, the Sacramento County Superintendent of Schools will support districts identified for Differentiated Assistance by:

- SCOE is organized as cross-departmental teams of experts from Special Education, Foster and Homeless Youth, English Language Development, Curriculum and Instruction, Social and Emotional Learning, Data, Research and Accountability, Planning and Improvement, School of Education, Early Learning, and Adult Education to directly align to district needs. Team members who will serve each eligible school district will be selected based on existing professional relationships between district leaders and SCOE leaders in order to leverage the trust that has already been established and accelerate authentic problem-solving around the district's most challenging barriers to achieving equity and excellence.
- Lead team members will be selected based on a combination of their content expertise and their effectiveness as facilitators of authentic problem-solving at a systems level. They must demonstrate the ability to engage district leadership in relevant, honest dialogue about complex problems that require implementing and testing strategic, multifaceted initiatives.

- SCOE teams will support eligible school districts through site-based, customized facilitated sessions attended by key district leaders including district administrators, site administrators, and teacher leaders. Customized facilitated sessions allow for district self-identification of a priority focus area based on an in-depth guided data analysis of Dashboard and other local data. Between December and May 2020, a minimum of three site-based sessions leveraging improvement science techniques and strategies will be offered per school district. Districts may request additional support related to their identified area of need. Improvement actions that school districts will take independent of SCOE will be identified during these sessions and incorporated into the district's LCAP. Ongoing continuous improvement support after May 2020 will be offered to all eligible districts to continue the improvement work throughout the summer and into the fall of 2020 prior to the release of the 2020 Dashboard.

As per *Ed Code 52066(i)(1)(C),(D), and (E)* the Sacramento County Superintendent of Schools will complete the review of LCAPs submitted by school districts by:

- SCOE teams will support district leaders in determining Greatest Progress, Greatest Needs, and Performance Gaps consistent with California School Dashboard results, and in alignment with the eligibility criteria for Differentiated Assistance for identified school districts and the criteria for schools identified for improvement under the Every Student Succeeds Act (ESSA).
- SCOE teams will support district leaders of school districts eligible for Differentiated Assistance with the addition of the actions identified during Differentiated Assistance into the LCAP. A table to cross-reference school district actions identified during Differentiated Assistance and LCAP actions submitted for review and approval by the Sacramento County Superintendent of Schools will be used as a metric to measure alignment and progress towards this goal.
- SCOE LCAP Director and Associate Superintendent of Business Services will support district leaders in allocating LCFF funds to effectively support high-needs students in Sacramento County, accurately reporting budget information in the Budget Overview for Parents, and completing the required Budgeted Expenditures and Estimated Actuals in the LCAP Annual Update.
- SCOE teams will review LCAPs and provide feedback, when needed, to school district leaders to ensure the approval criteria, as defined by EC 52070(d), is met: 1) Adherence to the SBE-approved template; 2) Sufficient expenditures in the budget to implement the LCAP; and 3) Adherence to the expenditure requirements for high-needs students.

The source of funding for these activities will be base-level and Differentiated Assistance LCFF funds to COEs as defined by the 2018 Budget Act.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2018-2019 Professional Learning Annual Report	Agenda Item No.: VIII.M. Enclosures: 28
Reason: Informational Item	From: David W. Gordon Prepared By: Dr. Al Rogers Board Meeting Date: 06/25/19

BACKGROUND:

A major Sacramento County Office of Education priority during 2018-2019 has been to provide high-quality professional learning opportunities for school districts in Sacramento County to ensure that educators engage in continuous professional learning and apply that learning to increase student achievement.

The attached report summarizes the efforts of SCOE staff to support the County's 240,000 students and their respective school districts. Staff from virtually every department and/or division of this county office have contributed to this work, and this report offers details on the professional learning and technical assistance services provided during the 2018-2019 school year.

Sacramento
Office of Education **County**

2018–2019 Professional Learning Annual Report



Introduction

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

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



WORKSHOPS/TRAININGS/CONFERENCES

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



LEARNING COMMUNITIES

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



DISTRICT/SITE SUPPORT

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

The Professional Learning Annual Report highlights:

1. A summary of the professional learning opportunities offered by SCOE departments (page 2).
2. Illustrative examples that highlight specific programs or practice in each of the three areas described above (pages 3–27).

2018–19 Professional Learning Opportunities

31,309 served

17,886 teachers
8,050 site administrators
3,713 support staff
1,660 other roles

66%
within
Sacramento
County

34%
outside of
Sacramento
County

2,326 days
of training
and support

1,002 events



WORKSHOPS

23,074 attendees

892 days

591 events

27 notable speakers

including Mike Schmoker and Peter DeWitt as part of the Leadership Series, Linda Darling-Hammond who spoke about the Whole Child Framework, Laurie Olson regarding her work with the statewide English Learner Roadmap, and the Dora Dome series on equitable practices.



LEARNING COMMUNITIES

2,226 attendees

108 days

89 events

26 Learning Communities supported

by the Sacramento County Office of Education (SCOE) team, including assessment, mental health, adult education, social-emotional learning, foster and homeless youth, and subject areas like English-language arts, STEM, and history-social science.



DISTRICT/SITE SUPPORT

6,009 attendees

1,326 days

322 events

Departments providing on-site support to schools and districts include Curriculum and Instruction (English Language Arts, Mathematics, History–Social Science, Science, Expanded Learning), Early Learning, AVID, and Foster and Homeless Youth.

Work with districts eligible for Differentiated Assistance is also included.

Illustrative Examples

Providing quality professional learning is essential to supporting districts and schools in Sacramento County. Evaluation of our work is key to staying on track and for continuous improvement. Feedback forms are utilized to gain insight on the quality of SCOE client experience and to identify avenues for improvement. SCOE feedback forms include a combination of open-ended questions and questions based on a Likert 1-4 scaled response. Overall, the feedback has been positive with Likert-scaled responses averaging 3 points or higher. Qualitative methods, such as

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



Workshops

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) WORKSHOP SERIES



Description

AVID offers yearly K–12 professional learning workshops that support the implementation of the AVID College Readiness System. The K–12 workshops include three ninety-minute sessions with multiple breakout strands offered within each session. Participants choose from over 70 unique breakout strands that support the use of research-based AVID strategies in the classroom. AVID helps close the achievement and opportunity gap for students while inspiring educators to focus on the art of teaching. AVID professional learning does not change what is taught; it changes how the material is taught, respecting educators' expertise and providing flexibility.

Rationale

Student engagement and rigorous curriculum are critical to improving student achievement. The AVID workshop series was custom designed to meet the implementation needs of AVID districts and schools based on classroom observations and coaching conversations. The SCOE AVID team conducts professional development for educators to recognize the unique circumstances that each student brings to the classroom. Teachers are encouraged to spend time throughout the year intentionally building relationships with their students. AVID helps teachers pivot their approach from instructor to facilitator. Using AVID strategies, they design learning opportunities that challenge students to think critically, ask questions, and collaborate to create solutions. The role students play in the classroom changes, as does their level of ownership of their learning. Also, educators become active learners and experience activities that engage their minds and bodies in learning. This provides teachers the opportunity to learn from other teachers and teach one another. Teachers leave inspired and ready to try the newly acquired techniques at school with their students.



Impact

Over 600 attendees from Sacramento County schools participated in the AVID professional learning workshop series, Path to School-wide trainings, and AVID Showcase School visits. The feedback from participants was overwhelmingly positive with participants valuing AVID's content-focused and hands-on approach to support teachers learning new AVID strategies to apply in the classroom. The quality of the AVID workshop series is further highlighted as participants commented on the following:

- "(Presenter) had the perfect blend of treating us as professionals/adults and having us use new strategies."
- "Great strategies and nice mix of activities and thinking about actual application to my classroom."
- "As a teacher of color, this was the first time I felt I was in an inclusive environment and taught about critical pedagogy. Excellent speakers and can't wait for the next time they do something like this again."
- "I loved the activities. I learned by doing..."
- "(During the AVID Showcase visit, the activities found most valuable were) being able to observe the strategies the students were doing. I loved that the teacher took the time to explain the work being done in the room."

“ As a teacher of color, this was the first time I felt I was in an inclusive environment and taught about critical pedagogy. Excellent speakers and can't wait for the next time they do something like this again. ”

– AVID Teacher

Lessons Learned and Next Steps

SCOE's AVID team has learned that quality staff developers are essential to support the implementation of the AVID College Readiness System. As the need to expand AVID in the elementary grades continues to grow, the SCOE AVID team will continue building the pool of elementary AVID leaders to become future AVID staff developers. This will be done by identifying potential candidates during classroom observations and reaching out to candidates during school visits to gauge interest and comfort level. Honing a staff developer's craft will also continue to be a focus. Training efforts will continue by offering staff developer workshop breakout strands concurrently with the AVID Professional Learning Series workshops. In addition, staff developers will continue reviewing participant feedback and participating in debrief meetings in order to foster the cycle of continuous improvement.

INITIATIVE ON EDUCATIONAL EQUITY—REDUCING EXCLUSIONARY PRACTICES

Description

SCOE has partnered with Dora Dome and Epoch Education to provide educational leaders a comprehensive series of workshops focused on how to improve school culture and climate. The Initiative on Educational Equity series includes two parallel strands: Reducing Exclusionary Practices strand and an Epoch Education Retreat strand. Listed below are the topics covered in each strand.

Reducing Exclusionary Practices strand:

- Discipline Basics and Special Education Discipline
- Creating a Culturally Competent Discipline Process
- Title IX: 101
- Strategies for Effective Bullying Intervention & Creating Safe Schools: Transgender Students, Privacy and Facilities
- Bullying and Protected Classes: Understanding the Overlap Between Federal and State Law Requirements
- Get Explicit About Implicit Bias: Using Compassionate Dialogue

Epoch Education Retreat strand:

- Retreat One: Let's Talk About Race
- Retreat Two: Culturally Relevant Pedagogy
- Retreat Three: The Tragedy of Non-Ness—How Language Damages Our Quest for Social Justice
- Retreat Four: "Get Explicit About Implicit Bias" Using Compassionate Dialogue

Rationale

Nationally, statewide, and within Sacramento County, there is a high rate of students who are suspended from school. Additionally, there is a persistent and distressing disparity in suspension rates among student groups. African American students (and boys in particular) have been disproportionately affected. The issue of effective and appropriate school discipline practices and the disproportionate application of suspension as a consequence for student violations of school rules has long been a concern for SCOE and for communities throughout the state. Sacramento County had one of the highest suspension rates for African American males in the state for K–12 students. To address this concern, SCOE is providing a coherent sequence of professional learning to support school districts in the county to reduce suspension rates and exclusionary school discipline practices.

Impact

285 participants attended the SCOE Initiative on Educational Equity series. Participants included educators from Sacramento County and every adjoining county. Results from feedback forms indicated that participants strongly agreed that the facilitators were knowledgeable and responsive to questions. When asked to share a message to the facilitator on how the workshop would impact their work, participants said:

- “Great information! I brought a team, and everyone got value from the presentation.”
- “My second time attending a training and again I am not disappointed! Your trainings are always on point!”
- “This was a great workshop. The presenter was very knowledgeable with great examples and scenarios to apply to our daily work. The presentation was engaging and provided relevant information that will be very helpful.”
- “Most helpful workshop that I have been in for a while.”
- “I appreciate your passion, expertise, explanations, and examples.”
- “I learned a lot and will be taking the information back to my district.”

“ This was a great workshop. The presenter was very knowledgeable with great examples and scenarios to apply to our daily work. The presentation was engaging and provided relevant information that will be very helpful. ”

– Educational Equity Series Participant

Lessons Learned and Next Steps

SCOE is committed to identifying the best approach to build a sustainable support system to reduce African American male student suspensions and reduce exclusionary school discipline practices for all students within Sacramento County school districts. SCOE’s theory of change includes sponsoring inquiry into the behaviors that elevate suspension rates. One lesson learned from this year is the importance of smaller focused interactions to deepen and



connect the learning to individual contexts and needs. Looking ahead, the goal is to bring the same trainers back and dive deeper with smaller groups to provide more time for reflective discussions. Additionally, the long-term goal is to scale up and broaden the potential impact by encouraging districts to contract with the same trainer as this will support a coherent message on educational equity across the county.

THE RESULTS ARE IN – NOW WHAT? USING EVIDENCE FROM THE ELPAC TO IMPROVE TEACHING AND LEARNING

Description

The five-hour workshop was designed for site-level teams. Participants learned how to access and analyze English Language Proficiency Assessments for California (ELPAC) results using a data analysis protocol that enables a discussion of past and current programs, policies, practices, and procedures. Participants also deconstructed ELPAC task types to better understand student expectations; learned how to connect results to classroom practices; heard about tools and resources to use with teacher teams; and created an action plan for next steps.

Rationale

The ELPAC is the new language acquisition assessment that replaced the California English Language Development Test (CELDT) and was administered in spring 2018 for the first time. The SCOE team knew that our school districts needed support in understanding the scores from this new assessment and how to use results from the assessment to discuss strategies for improving teaching and learning for Sacramento County's more than 40,000 English learner students. The ELPAC is the assessment that identifies English learners and measures yearly progress in English language acquisition in four areas: reading, writing, listening, and speaking. The ELPAC is also the assessment used to understand the type of linguistic support English learners need in the classroom, and more importantly, to determine English learners' readiness to exit classification and program designation.

Impact

Nearly 50 participants attended the training sessions held in October 2018. Results from a feedback form indicated that participants agreed that the session facilitators were knowledgeable and responsive to questions and that the session materials and activities supported their learning:

- "I really appreciated the resources and the share-out with other districts. I walked away with a frame of a plan to share out with my district."
- "I loved the quality of the PowerPoint and the knowledge of the presenters."
- "Quality materials that I can take back and use!"
- "I now feel ready to talk to my colleagues about ELPAC scores."
- "Offer more similar sessions, please!"

“ Very informative, useful, and engaging. I am walking away with a better overall understanding of the ELPAC... [and] new insights of our decision-making process on how to better plan to assess. I also learned to cross reference the ELPAC to the content standards. ”

– Assessment Coordinator

When asked how what they learned would impact their work, participants said:

- "I will take our ELPAC data, along with the ELPAC domain and ELD standards information, and use them in our PLCs."
- "(I will) support administration in analyzing their data."

Lessons Learned and Next Steps

The session content was well received by participants, and they appreciated that the training materials had been developed with a "Train the Trainers" approach, which makes it easy for participants to take the material back to their district or school and train others with only minor modifications.

Other county offices of education requested the training materials to use in regional training sessions across the state. The model was so successful that it will be developed into a statewide series for the California Department of Education. Eight sessions are scheduled in fall 2019 to support results from the spring 2019 ELPAC administration, and eight additional sessions are scheduled for late spring 2020 to support interpretation of results from the spring 2020 administration.

Providing time for participants to dig deeper into the assessment data and discuss implications for classroom instruction was an important part of this session that will be expanded in future offerings.

Learning Communities

PRINCIPALS' ACADEMY

Description

The goal of the Principals' Academy is to support professional learning for current school site leaders with participants mastering practices needed to tackle real challenges in their schools through a focus on leadership development and knowledge building within a Community of Practice (CoP) model. Wenger, McDermott, and Snyder (2002) define Community of Practice as groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise by interacting on an ongoing basis.



Goals include:

- Accelerating improved school leadership through reflection on each participant's leadership practices, interactions with experts from the field, and ongoing networking and sharing of best practices
- Showcasing effective practice in areas of Special Education, English Learners/Bilingual Education, Early Learning, and Career Education
- Providing tools and structures to support problem solving and improved decision making through cycles of continuous improvement

To connect theory to practice, Principals' Academy participants have the opportunity to participate in the SCOE Leadership Series. The Leadership Series is open to all Capital Region districts and is intended to develop leadership capacity through professional learning delivered from national education leaders. Additionally, each participant receives individual coaching sessions from the Principals' Academy faculty.



Rationale

Schools today require principals who can skillfully lead both instruction and very complex organizations. Effective leadership is critical for the success of the teachers and students they serve. The Every Student Succeeds Act (ESSA) presents a renewed focus on school leadership and acknowledges the importance of school principals to school improvement and effective instruction. As California and many states across the nation experience teacher shortages,

teachers report two criteria that top their lists in terms of job satisfaction and remaining in the profession: the quality of their colleagues and the quality of school leadership (Fullan, 2014). To build leadership capacity, principals need a coherent and comprehensive system of quality professional learning.

SCOE purposefully selected the CoP model to support the development of a professional learning network of site leaders and SCOE experts who can exchange ideas, share challenges and successes, and create innovative solutions.

Impact

The SCOE School of Education has facilitated six sessions for principal participants with 20 active principals enrolled for the 2018–2019 school year. Of the 20 principals, there are two private K–12 principals, five public alternative high school/small academy principals, nine public elementary school principals, three public comprehensive high school principals, and one charter elementary school principal. Principals represent SCUSD, Galt JESD, Galt HSD, Center USD, River Delta USD, SCOE, Natomas Charter School, Al-Arqam Islamic Academy, and Trinity Christian School. All 20 principal participants received at least two, and some three, on-site coaching sessions from the Principals’ Academy faculty. Additionally, the Principals’ Academy hosted two sessions of the Leadership Series in spring 2019: Dr. Mike Schmoker with 92 leaders and Dr. Peter DeWitt with 78 leaders from the capital region.

“ Our principals learned a lot and really appreciated networking with other principals from the region. ”

– Superintendent Bill Spalding
Galt Joint Union High School District

When asked what they would share if a fellow educator wanted to know more about the Principals’ Academy, participants responded:

- “I would highly recommend the Principals’ Academy because of the thought that has been put into this program (well-organized, good speakers, resources). It is a great program for any principal and networking.”
- “Absolutely worth the time! It is a must do! Gain leadership skills, knowledge, and meet new people.”
- “The Principals’ Academy really improved my confidence around decision making and using multiple sources of data.”
- “Our principals learned a lot and really appreciated networking with other principals from the region.”
- “The mentors the Principals’ Academy provided were awesome. They helped me to take risks and ask for support in my areas for growth. No judgment!”
- “It is a practical program that allows you to explore and apply ideas into the daily school operation.”

Lessons Learned and Next Steps

Principals provided feedback that they were eager to participate in the monthly CoP sessions and that they learned most from direct sharing, reflection, and problem solving with principal peers. They rated the leadership development sessions and protocols that supported deepening their expertise through peer interaction and coaching as strong drivers for growth. Additionally, they found the small-group sessions with SCOE experts in the areas of Special Education, Early Learning, English Learners/Bilingual Education, and Career Education and Data Analysis to be helpful in developing specific knowledge to better serve and assess best practice at their school sites.

Next year, the goal is to provide wider outreach to principals across all districts and school types. To foster the cycle of continuous improvement, the SCOE School of Education team will refine approaches to delivering the Principal Academy sessions and strategies to developing principal leadership to support stronger and more equitable instructional leaders.

HISTORY—SOCIAL SCIENCE COMMUNITY OF PRACTICE

Description

SCOE currently maintains a contract with the California Department of Education to facilitate statewide and regional communities of practice (CoP) to support implementation of the new *History-Social Science (HSS) Framework*. The SCOE history–social science team directs the statewide effort to support regional implementation and facilitates a local CoP of educators from the counties in Region 3. This CoP is focused on supporting teachers’ implementation of an inquiry-based approach to teaching and learning history–social science. SCOE’s CoP meets four times per year in Sacramento, Placer, and Yolo counties with coaching and support taking place in the intervening months.

Rationale

Implementation of California’s new *HSS Framework* tasks teachers and administrators to rethink how they teach and how students learn HSS content and concepts. Far beyond memorizing historical facts, the new framework prioritizes four shifts in instruction:

1. Expanded and deepened content
2. A focus on literacy
3. Inquiry as a framework
4. A greater notion of citizenship

With these shifts in mind, SCOE created the Content, Literacy, Inquiry, and Citizenship (CLIC) Community of Practice project, building an infrastructure for statewide and regional communities of practice to serve as a means to bring educators together to engage in ongoing professional learning, coaching, and collaboration.

Impact

To date, 299 attendees have participated in Region 3’s CoP. Attendees represented 31 local education agencies (LEAs) across multiple counties. At the state level, the HSS CoP had over 2,300 attendees that participated in the regional CoPs from 290 LEAs and/or education organizations across the state.

The feedback from participants affirms that the HSS CoP sessions were informative and valuable for the its intended purpose of preparing regional education leads to support implementation of the *HSS Framework*. Open-ended comments from participants were also highly complimentary:

- “This was the best-run PD session I’ve ever attended.”
- “This was one of the most informative, engaging, and diverse conferences I have attended.”

“ I have been to many sessions for various topics at the state level. This was, by far, the best I have attended. Thank you for putting so much thought and time into it. I will be able to replicate it for our teachers.”

– CLIC Community of Practice Participant

With so many different speakers, he did an exceptional job at keeping us on track time-wise.”

- “I have been to many sessions for various topics at the state level. This was, by far, the best I have attended. Thank you for putting so much thought and time into it. I will be able to replicate it for our teachers.”
- “Resources were abundant! Thank you again for the tools to bring back to our region.”
- “Thank you...for an amazing conference. I'm overwhelmed in the amount of information and contacts that I take away. I am so excited to help contribute to the implementation of CLIC.”

Lessons Learned and Next Steps

Given that the CLIC project will continue for the next two years, SCOE is excited to fine tune the regional CoP. Beyond bringing in new HSS educators, staff is also exploring new content and approaches to integrate into the process in the years to come. With a cadre of over 100 educators participating in the first year, the SCOE history-social science team has developed a pool of individuals who can mentor and support new teachers as they engage in an inquiry-based approach to teaching and learning.



SOCIAL AND EMOTIONAL LEARNING COMMUNITY OF PRACTICE

Description

In response to district needs in Sacramento County, SCOE has launched the Social and Emotional Learning (SEL) Community of Practice (CoP). Launched in May 2018, this CoP supports a variety of research-based approaches and uses a CoP model that leverages the expertise of leaders from across the region to build the capacity for all.

Goals for the community of practice include:

- Offering a collaborative space for professional learning around SEL and connected whole-child efforts
- Providing ongoing networking and sharing of best practices
- Integrating district planning opportunities in support of schools
- Showcasing successful SEL efforts in other districts/schools
- Exploring SEL within an integrated multi-tiered system of support

The SEL Community of Practice events are modeled in such a way that participants can take ideas directly back to their districts/schools and establish their own local SEL Community of Practice.

Rationale

Social and emotional learning is an essential part of a well-rounded, quality education in all youth settings. SEL competence is linked to higher academic achievement, positive school climate, and reduced risks for failure including decreased conduct problems, aggressive behavior, and emotional distress.

SCOE intentionally selected the CoP format in order to engage educators in strong professional learning practices. Desimone (2011) identified important elements of effective professional development. They include: being content focused (The SEL CoP has a clear focus on SEL);



utilizing active learning (Everyone in the group is responsible for the collective learning); being coherent or consistent with other initiatives (The SEL CoP honors and learns from other collaborative groups that support SEL); including at least 20 hours of contact time (The SEL CoP is ongoing); and involve collective participation (The SEL CoP provides multiple opportunities for sharing best practices and collaboration across districts to support active engagement and participation).

Impact

SCOE has facilitated four SEL Community of Practice events in the first year. Average enrollment across the four events is 110 participants. Forty districts have attended at least one community of practice, and 68% of those districts have returned for an additional event. Attendees are mostly from the Capital Region, but districts and county offices have attended from across the state, including teams from San Diego, Monterey, and Humboldt. An example of participant feedback is, "In today's meeting I most valued hearing others' ideas and building an ecosystem that is unique from others (no cookie cutter)."

“ In today's meeting, I most valued hearing others' ideas and building an ecosystem that is unique from others (no cookie cutter). ”

– SEL Community of Practice Participant

Lessons Learned and Next Steps

One lesson learned is that the SEL Community of Practice participants are most interested in creating impact through SEL integration rather than through a separate initiative. Another lesson learned is that participants get the most impact from direct sharing with other schools and districts that are engaged in this important work. A third lesson learned is that we need to have greater intentionality in ensuring the learning at SEL CoP events is making its way back to the classrooms in the districts and schools that are participating. Looking ahead to 2019–2020, SCOE will hold three SEL CoP meetings and will continue to engage in continuous improvement protocols as the team learns from participants how best to move forward.

District and Site Support

EARLY LEARNING PROFESSIONAL LEARNING AND SUPPORT FOR ELK GROVE UNIFIED SCHOOL DISTRICT



Description

The SCOE Early Learning Department team provided professional learning, technical assistance, and support to Elk Grove Unified School District (EGUSD) administrators, teacher leaders, coaches, and teaching staff serving children three through five years of age. In collaboration, SCOE and EGUSD early learning teams co-created the EGUSD Kindergarten Transition Community Collaborative that includes private preschool centers; family child care providers; and preschool, transitional kindergarten, and kindergarten educators. This collaborative learning community meets three times during the year to engage in joint professional learning for greater alignment, articulation, and seamless transitions for children and families. This professional learning approach integrates training and learning communities to enhance district support.

Examples of the Department's work through coordinated efforts of Sacramento County's Quality Rating and Improvement System (QRIS) include the following:

- Coaching, mentoring, and targeted professional learning on effective teaching practices, resources, and tools that support quality improvement;
- Learning opportunities to support the integrated nature of learning, social interactions, listening and speaking; and
- Training and implementation support in using the Desired Results Developmental Profile (DRDP), Classroom Assessment Scoring System, and Environmental Rating Scales which are tools to measure child development, adult-child interactions, and the early learning environment.

Rationale

SCOE's Early Learning Department serves as a lead agency to work with school districts and other early learning providers toward the goal of ensuring all children have access to high-quality early education experiences for academic achievement and success. With multiple funding opportunities to support this work, the department developed an infrastructure to fill an unmet need by promoting a strong early learning community to support children, families, and providers.



EGUSD requested the assistance of SCOE's Early Learning Department team to provide district support to achieve their goal. Through collaborative program support, the teams developed a Quality Improvement Plan aligned with the county's Quality Continuum Framework. The district's leadership team identified goals and requested services based on the ratings of the quality elements and the desire to create a collaborative network that supports families and early education and care providers in the district.

Impact

The feedback has been overwhelmingly positive with all EGUSD preschool programs rated at the highest levels of quality (Tier 4 or 5). Forty-seven preschool teachers and eight transitional kindergarten teachers participated in professional learning. In fact, an early education and care network of the school district preschool and private providers in the district have consistently met for over 10 years with approximately 30 participants.

All EGUSD preschool programs [are] rated at the highest levels of quality (Tier 4 or 5).

Lessons Learned and Next Steps

A lesson learned is the importance of collaborating with other SCOE and EGUSD programs that may be providing professional learning opportunities and support within the district's early learning system. Enhancing collaboration across early learning and K-12 systems will foster greater alignment and maximize resources to better support the needs of all students. One of the goals for the upcoming year will be to collect program and participant data that will better capture the impact of the early learning professional learning, technical assistance, and support. Another goal is to continue working with the EGUSD preschool/transitional kindergarten teams with a more refined focus and goals on the supports and targeted audience necessary for continuous quality improvement in the district and their broader early education and care community.

MATHEMATICS PROFESSIONAL LEARNING AND DISTRICT AND SITE SUPPORT FOR SAN JUAN UNIFIED SCHOOL DISTRICT

Description

San Juan Unified School District (SJUSD) has a partnership with the SCOE mathematics department to support teachers in strengthening Common Core mathematics instruction. The team designed a two-prong approach with district-level training and site-based professional learning and coaching. During the first year, teachers were introduced and supported in the use of the *California Framework for Mathematics* for planning conceptual teaching and pedagogy to grow the Standards for Mathematical Practice in students. SJUSD calendared three cycles of professional development by grade level for elementary teachers. Teachers also volunteered to attend the grade-level district training. These professional learning opportunities include a focus on the implementation of the California mathematics framework and effective instructional strategies to develop flexible thinking and problem solving. Additionally, these trainings provide teachers with strategies (Struggle Problems, Number Talks, analyzing student work) to assist students in the development of perseverance in solving problems in mathematics which further supports the development of the mathematical practice standards.

To connect the district-level training to the classrooms, the SCOE math curriculum specialist and the San Juan Teachers on Special Assignment (TOSA) visited classrooms to co-teach strategies after each grade-level training in all three cycles. The on-site coaching supported teachers who participated and served as formative assessment for planning the upcoming professional development cycle.

In addition to the district-level professional development, three schools created site professional learning plans for mathematical support throughout the year. The site-based training occurred during 3-5 early release afternoons per year and then several release days for grade-level meetings and co-facilitating of Number Talks and Struggle Problems. The site professional learning plans were unique to each school and included use of the California framework for planning, Number Talks, Struggle Problems, Formative Assessment, use of manipulatives to build conceptual understanding, math content, and productive classroom discourse.

Rationale

In recent years, the CAASPP score in mathematics has had a steady decline despite efforts to improve student outcomes. The district also observed the same data trend with its local district



assessment data. SJUSD reached out to the SCOE mathematics team for assistance in how to address the issue. A root cause analysis and formative assessment data revealed that the instruction was low in rigor and that the level of instruction was misaligned to the grade-level standards.

Impact

Teachers were invited from 44 elementary schools from across the district. Each session had approximately 15–20 attendees. The training feedback has been positive, and suggestions were used to adapt training to meet teacher needs.

When asked how the professional learning impacted their work, participants said:

- “My students are using math language throughout our math work as a result of our work in number talks. I have been using the Frameworks to compare enVision to make sure I am using the appropriate tools and rigor needed for my math lessons.”
- “My students’ attitudes towards and performance in math are better than ever this year! Half of my parents specifically mentioned this in their first trimester parent–teacher conferences.”
- “My students are more confident in sharing answers during Number Talks as well as Struggle Problems.”
- “I have a new student in my class (6 weeks). She has social anxiety and came into my classroom feeling ‘behind,’ especially in math. This morning we had her 504 meeting, but her mother could not say enough about the change [in how] her daughter views math! She now thinks it is fun ... and she is at grade level!”
- “Number Talks have been hugely successful as a formative assessment. Also, Turn and Talks and decreasing teacher talk has been valuable too.”

“ I have a new student in my class (6 weeks). She has social anxiety and came into my classroom feeling ‘behind,’ especially in math. This morning we had her 504 meeting, but her mother could not say enough about the change [in how] her daughter views math! She now thinks it is fun ... and she is at grade level! ”

– San Juan Unified School District Teacher

Lessons Learned and Next Steps

Ongoing professional learning gives both participants and facilitators the ability to revise, reflect, and add support where needed. Conversations about coaching, consistency of attendance, and reaching all elementary schools in the district are beginning for next year’s plan. This process reinforces the value of peer practice and instructional expertise and leadership. The traditional “sit and get” model of professional development is insufficient to build instructional efficacy. Next year, the site-based professional learning will expand to include two additional schools and will focus on productive student discourse, formative assessment, and student work analysis.

ENGLISH LANGUAGE ARTS PROFESSIONAL LEARNING AND SITE SUPPORT FOR H. W. HARKNESS ELEMENTARY SCHOOL, SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Description

Over the course of four years, SCOE has partnered with H. W. Harkness Elementary School in Sacramento City Unified School District (SCUSD). Site support began in the fall of 2015 and continues to the present. The professional learning and coaching have been focused on instructional methodology, the lesson study model, English Language Arts (ELA) content standards, and instructional materials training and implementation. In addition, the principal received coaching on what to expect in elementary instruction, curriculum, and learning.

In 2016, H.W. Harkness became one of eight School Improvement Grant (SIG) schools in SCUSD. Dr. Govea, the principal, attends monthly Administrator Professional Learning Network sessions co-led by SCOE (as the lead partner) and a district representative. Listed below is the summary of the comprehensive site support provided by Becky Sullivan, SCOE K-12 ELA Director. Support included an annual professional learning series focus, instructional coaching and lesson study, and support for the principal. Several key elements were critical in the design of the site support to maximize effectiveness and impact. This included an intentional focus on discipline-specific professional learning to build content knowledge and incorporating active learning so that the learning was highly contextualized and connected to the classroom with instructional coaching and lesson study. Recognizing that principals are instructional leaders, additional support was provided for the principal to build capacity and coherence.

Summary of SCOE Site Support for H.W. Harkness Elementary			
School Year	Professional Learning Series	Instructional Coaching and Lesson Study	Principal Support
2015–2016	<ul style="list-style-type: none"> High-Quality First Instruction (HQFI) 	<ul style="list-style-type: none"> Two rounds of lesson study focused on enVision Math 	<ul style="list-style-type: none"> Support for Principal classroom walkthroughs
2016–2017	<ul style="list-style-type: none"> Close Reading and Developing Text-Dependent Questions 	<ul style="list-style-type: none"> Two rounds of lesson study focused on ELA close reading lessons 	<ul style="list-style-type: none"> Support for Principal classroom walkthroughs
2017–2018	<ul style="list-style-type: none"> Foundational Skills Monitoring and Assessing Foundational Skills SIPPS ELA Foundational Skills Curriculum Ready Reading and Ready Writing ELA Curriculum 	<ul style="list-style-type: none"> Two rounds of lesson study focused on Foundational Skills and SIPPS and Ready Reading/Writing 	<ul style="list-style-type: none"> Support for Principal classroom walkthroughs
2018–2019	<ul style="list-style-type: none"> Benchmark ELA/ELD Curriculum 	<ul style="list-style-type: none"> Two rounds of lesson study focused on Benchmark Curriculum 	<ul style="list-style-type: none"> Support for Principal classroom walkthroughs

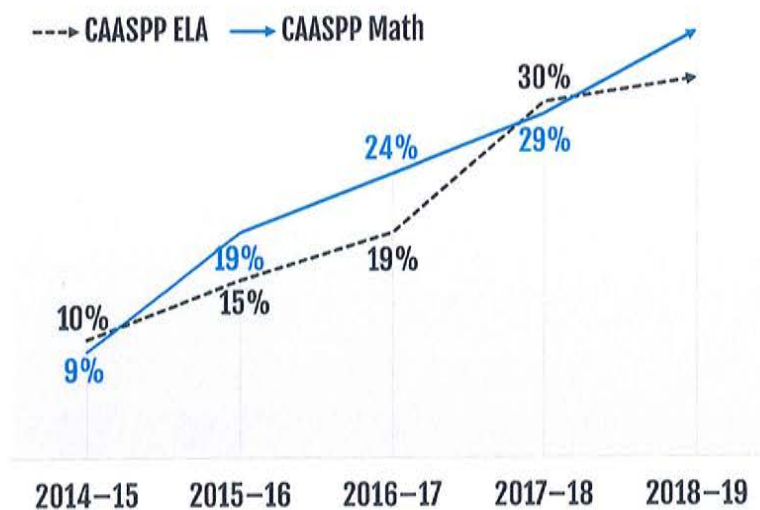
Rationale

The data, both formal and anecdotal, was the driver for all decisions. The principal and SCOE communicated frequently about the direction for the professional learning sessions. Before becoming an elementary principal, Dr. Govea was a high school assistant principal and a high school math teacher. Support also included continual coaching on what elementary instruction, curriculum, and learning looks and sounds like. She has truly become an instructional leader at Harkness.

Impact

The work at Harkness Elementary involved over 25 staff: TK–6th grade teachers, instructional aides, the Principal, and the Assistant Principal. The impact of the work is evidenced in the California Assessment of Student Performance and Progress (CAASPP) scores below. The biggest increase came during the 2017–2018 school year when the professional learning focused on Foundational Skills and teaching the students how to read through the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program. During this same year, the school implemented a standards-based ELA curriculum. Both of these moves, in addition to adding two resource teachers, resulted in a gain of 11 percentage points in ELA CAASPP scores in 2017–2018.

Figure 1: CAASPP Percentage Points Gained



“ I became an interim principal at H.W. Harkness during the end of the second trimester of 2013–2014. I was participating in district ELA training for administrators. With no elementary experience, I kept wondering why our kids were doing so poorly. I quickly realized our kids were not learning to read at the appropriate level of proficiency. It became glaringly apparent that this was also the reason our proficiency in math was limited. During my interim, I also noted that we had a lot of great teachers, but they had no common focus or goal. I decided to set my expectations high and be very clear about them. It was my mission to provide all the possible resources to ensure they could meet my expectations. ”

– Dr. Isabel Govea, Principal
H.W. Harkness Elementary School

Lessons Learned and Next Steps

Dr. Isabel Govea summarizes the lessons learned and next steps best as she states, “We are making great strides in raising the achievement levels of our students, but need to begin working with higher leverage instructional practices to increase the effect on learning. We all understand the urgency of the needs of our students and have built in system wide interventions that are being capitalized upon. Drawing from the research of John Hattie, we will focus on strengthening our collective teacher efficacy so that we don’t become dependent on the interventions to remediate what needs to be happening in the classroom. This means we will dive deeply into interactive technology and providing student feedback in ELA and math.”



SYSTEM OF SUPPORT: DIFFERENTIATED ASSISTANCE

Description

Differentiated Assistance is an opportunity provided to eligible California school districts—based on California School Dashboard performance—that need attention in two or more Local Control Funding Formula (LCFF) priority areas for one or more student groups. The state’s priorities for education include pupil achievement (math and English test scores, English learner progress); school climate (suspension rates); pupil engagement (graduation rates, chronic absenteeism); and college/career readiness.

In Sacramento County, Differentiated Assistance is a partnership between the leadership teams of eligible school districts and members of the SCOE Continuous Improvement Team (CIT) with expertise aligned to the unique needs of each school district. Differentiated Assistance supports the annual strategic planning and improvement process by utilizing SCOE experts to support school districts in examining data and their educational system to understand the root causes for their current results. Following these analyses, LCAP actions are developed to address the identified root causes in order to improve outcomes for students.

Rationale

The transition to California’s new Accountability and Continuous Improvement System provides an architecture with one overarching goal: To improve learning so all students can be successful in school, college, work, and life. The Dashboard, the LCAP, and the California System of Support are key features of this effort. The Differentiated Assistance process is one element of the California System of Support that aligns to the following key tenets of the system: California is empowering important conversations. Local education communities know



the local education landscape. The Dashboard works in tandem with the LCAP process to spark robust discussions about goals, gaps, and resource distribution at the local level.

All schools and districts have strengths and challenges. Every school and district can improve. To do so, local communities need to know what they’re doing right and where there are issues to address. California is providing unprecedented support through differentiated assistance. The California System of Support

is focused on helping local districts tap into rich local resources so they can develop the skills and knowledge educators need to improve student learning. California is creating a connected network of expertise. Districts can have multiple, complex, and localized needs. The System of Support connects districts to specialists who have tackled similar issues and have the experience to help.

Impact

In 2018–2019, ten eligible Sacramento County school districts and Amador County Unified School District partnered with SCOE to engage in the Differentiated Assistance process. The school district teams were diverse and committed to making positive changes to improve outcomes for students. District teams consisted of superintendents, district and site administrators, teachers, and parents. SCOE's CIT members have convened and facilitated more than 20 unique sessions tailored to meet the needs of our eligible school districts. District partners have reported very positively about the impact of the Differentiated Assistance process in bringing coherence to their strategic planning and improvement efforts. District leaders have communicated that the Differentiated Assistance process has helped them understand their systems better and where change is needed to improve outcomes for students.

Lessons Learned and Next Steps

An important lesson learned this year during the Differentiated Assistance process is the critical step of aligning and convening expertise throughout SCOE into the SCOE CIT. These teams are strategically deployed to districts with needs that align to their expertise in order to support the highest quality data analysis and study of root causes. Based on the favorable feedback received from superintendents and continued requests to meet again with their leadership teams, SCOE will continue to refine the alignment of the SCOE CIT to the needs of the districts. Next steps will focus on improving the alignment of technical assistance to support each district's implementation of the improvement actions identified during the Differentiated Assistance process.

“ The team from SCOE led us through a process that has been extremely valuable. They helped us examine the ‘why’ behind our data. The root cause analysis enabled us to answer more deeply the practices that might be resulting in the discrepancies we see in our Dashboard. It heightened our urgency to focus and articulate our work around important initiatives like social-emotional learning and culture, climate, and connectedness. The expertise of the team has helped us take our next steps. It’s coming together in a very timely way. It articulates with our significant disproportionality improvement work in special education, dovetails well with our current initiatives, and is coherent with the work we are currently focusing on. Having an expert partner in the work has been extremely helpful. ”

– Dr. Sarah Koligian, Superintendent
Folsom Cordova Unified School District

Closing Thoughts

Ensuring that students learn and achieve is at the heart of our collective efforts. SCOE services and supports are designed to assist districts and schools to meet this goal. This report documents SCOE's investment in teachers, administrators, and school staff and how, together, we can transform education. Effective professional learning improves daily practice and leads to high-quality systemic results. Ensuring qualified, professionally trained, motivated, and well-supported staff are available for all learners is essential for addressing the diverse needs of our students. SCOE continues to value professional learning

as a means to continuous improvement as we have seen the positive outcomes in teaching skills, leadership practice, and student performance. SCOE is committed to improving how we connect with teachers, school staff, and administrators in their work so that we can collaboratively engage in continuous improvement to better serve our families and students.



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