



Sacramento County Board of Education

Regular Meeting

Tuesday / June 22, 2021 / 6:30 P.M.

PLEASE NOTE:

Zoom Meeting

<https://scoe.zoom.us/j/94507538412>

Primary Number: 669.900.6833

Secondary Number: 253.215.8782

Meeting ID: 945 0753 8412

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

SACRAMENTO COUNTY BOARD OF EDUCATION MEETING AGENDA

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

TO: Members, County Board of Education
FROM: David W. Gordon, Secretary to the Board
SUBJECT: **Agenda – Regular Meeting – Tuesday, June 22, 2021**

Closed Session: 4:30 p.m. Pursuant to Government Code Section 54957(b)(1) Personnel – Superintendent's Evaluation

Regular Session: 6:30 p.m.

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

The Sacramento County Board of Education will conduct this meeting via Zoom video and/or teleconference, and one or more Board members may participate from remote locations via video, telephone, or other electronic means.

This meeting will be accessible to members of the public via Zoom video and/or teleconference. To view the Board Meeting by computer, tablet, or smart phone, go to:

<https://scoe.zoom.us/j/94507538412>

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 253-215-8782
Enter the Meeting ID: 945 0753 8412

Members of the public may submit public comment through a Google form at: <https://bit.ly/scoe-board-6-22-21>. Public comment will be accepted until 6:00 p.m. on Tuesday, June 22, 2021, and will be read during the teleconferenced Board meeting at appropriate times.

Accommodating Individuals with Special Needs

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

AGENDA

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

Mission Statement

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

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

Regular Meeting Agenda – June 22, 2021 – Page 2

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 provide public comment to the Board in support of or in opposition to any item being presented to the Board for consideration.

VII. Superintendent's Report

VIII. New Business

A. Adoption of Consent Agenda – David W. Gordon

1. Accept Report on Personnel Transactions – Coleen Johnson
2. Award Diplomas to Court and Community School Students – Dr. Matt Perry

B. Approval of Contracts – Nicolas Schweizer

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

1. \$2,250,298 Statewide Non-Profit Private School Professional Development (SNPSPD) grant from California Department of Education for fiscal years 2020-2021, 2021-2022, 2022-2023 – Brent Malicote
2. \$654,006 California Student Opportunity and Access Program (Cal-SOAP) Grant from California Student Aid Commission for fiscal year 2021-2022 – Brent Malicote
3. \$22,000 CA Student Aid Commission Capital Area Cash for College, Regional Coordinating Organization from California Student Aid Commission for fiscal year 2021-2022 – Brent Malicote
4. \$192,000 Capital Area Promise Scholars (CAPS) Program from Sacramento Region Community Foundation for fiscal year 2021-2022 – Brent Malicote
5. \$160,906 Foster Youth Services Coordinating Program/Child Protective Services (CPS) Collaborative Project from Sacramento County Department of Health and Human Services for fiscal year 2021-2022 – Brent Malicote
6. \$2,097,702 Foster Youth Services Coordinating Program from California Department of Education for fiscal years 2021-2022, 2022-2023, 2023-2024 – Brent Malicote

Regular Meeting Agenda – June 22, 2021 – Page 3

- 7. \$50,000 Sacramento Adult Day Reporting Center from Sacramento County Probation Department for fiscal year 2021-2022 – Dr. Matt Perry
- D. Adoption of the 2021-2024 LCAP – Dr. Matt Perry/Michael Kast
- E. Approval of the 2020-2021 Budget Revision No. 3 – Nicolas Schweizer
- F. Adoption of the 2021-2022 Proposed Budget – Nicolas Schweizer
- G. 2020-2021 Annual Report: Summary of Support (LCAP and Differentiated Assistance) – Dr. Channa Cook-Harvey
- H. Reporting on California Dashboard Local Indicators – Dr. Matt Perry/Michael Kast
- I. Establish July 13, 2021 as the 2021-2022 Annual Organizational Meeting Date – David W. Gordon
- J. SCOE Resiliency Scholarship Program – Dr. Matt Perry
- IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
- X. Items for Distribution
 - A. June/July Events
 - B. June/July Site Visits
- XI. Schedule for Future Board Meetings
 - A. July 13, 2021
 - B. July 24, 2021 – Board/Superintendent Retreat
- XII. Adjournment

Board Agenda Packet

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

SACRAMENTO COUNTY OFFICE OF EDUCATION

PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting – June 22, 2021

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	Early Learning	Montali, Julie	New Hire	Executive Director, Early Learning 8 h/d 5 d/w 224 d/y PC# 190031	DPMEC / Early Learning	6/14/21	MT-47
Certificated	Sly Park	White, Suzanne	End of Flexible Assignment	Outdoor Science Teacher	Sly Park	2021-22 school year	T-VI-13
Classified	Sly Park	Bustabade, Matthew	End of Flexible Assignment	Cook	Sly Park	6/7/21	CL-17-F
Classified	Personnel	Conley, Chelsea	New Hire	Office Assistant 8 h/d 5 d/w 244 d/y PC# 000139	Personnel	6/21/21	CL-17-A
Classified	Sly Park	Hartke, Carol	End of Flexible Assignment	Cafeteria Assistant	Sly Park	6/7/21	CL-9-F
Classified	Sly Park	Petersen, Connie	End of Flexible Assignment	Head Cook	Sly Park	6/7/21	CL-29-F
Classified	Sly Park	Rossi, Cydney	End of Flexible Assignment	School Secretary	Sly Park	8/11/21	CL-23-F
Classified	Sly Park	Wagnon, James	Reclass	Lead Maintenance Worker-Sly Park 8 h/d 5 d/w 244 d/y PC# 210055	Sly Park	7/1/21	CL-30-F
	Through the reclassification process, this individual's salary will increase by more than \$10,000.						
Classified	Sly Park	Young, Brittany	End of Flexible Assignment	Cook	Sly Park	6/7/21	CL-17-B

TRANSFERS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	From/To	Effective Date
Classified	Business Services	Duke, Clint	Accounting Technician	Distribution to Accounts Payable	6/7/21
Classified	Business Services	Lin, Kimberley	Accounting Technician	Financial Services to Business Services	6/7/21

LIMITED TERM/TEMPORARY APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date/ Duration
Management	Student Programs	Brewer, Brande	Temporary Assignment	Project Specialist II, Adult Re-Entry	Student Programs	4/16/21 and 4/19/21 Additional 2 hrs./day
Classified	Special Education	Jones, Adriana	Substitute	Para Educator and Para Educator SH	Various Special Education Classrooms	6/11/21
Classified	Special Education	Naranjo, Cecilia	Substitute	Para Educator and Para Educator SH	Various Special Education Classrooms	6/11/21

SEPARATIONS

Group (Mgmt/Cert/Class)	Type	Name	Classification	Location	Effective Date	Reason for Leaving
Classified	Resignation	Haslam, Michele	Court and Community Transition Specialist	Gerber	6/25/21	Resignation
Classified	Resignation	Morales, Eva	Para-Educator	Sunrise Elementary	6/4/21	Resignation

R E C A P

	Management	Certificated	Classified	Total
Regular Appointments	1	1	7	9
Transfer	0	0	2	2
Limited Term/Temporary Assignments	1	0	2	3
Separations	0	0	2	2
TOTAL	2	1	13	16

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Award of Diplomas	Agenda Item No.: VIII.A.2. Enclosures: 0
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Board Meeting Date: 06/22/21

BACKGROUND:

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

El Centro Jr./Sr. High School

2 Candidates

Elinor Lincoln Hickey Jr./Sr. High School

Rachel Garcia

Elinor Lincoln Hickey Senior Extension

Mohammed Nasrullah Tilbani

Gerber Senior Extension

Myisah D. Hester
Julian Michael Lopez
Jennifer Rivera-Serna

North Area Community School

Elias Aguirre

North Area Senior Extension

Colton Paul Coughran
Sukari Chevone McClish

SUPERINTENDENT'S RECOMMENDATION:

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

**SACRAMENTO COUNTY BOARD OF EDUCATION
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL
June 22, 2021**

BUSINESS SERVICES

Expenditure

Capitol Advisors Group, LLC

At the request of school districts in Sacramento County, contractor will provide legislative services for the districts. There is a significant cost savings from the districts working together as a collaborative to secure these services. The Sacramento County Office of Education will be reimbursed by participating districts for their proportionate share of costs.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: School Districts

\$100,000.00

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's eligibility within the state School Facilities Program; assist in completion and submittal of applications for state 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: 07/01/21 – 06/30/22

Source of Funds: SCOE General Support

\$14,000.00

Constantine Baranoff

Contractor will provide facility planning services to the Sacramento County Office of Education and Sacramento County school districts. Contractor will also assist requesting school districts with development of facility master plans, modernization to complete repairs identified during facility inspections, and communications with local governments regarding land use decisions.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: SCOE General Support

\$33,784.00

Equifax

Contractor will administer the unemployment insurance management system for the Sacramento County Office of Education and designated districts within the county, as well as the Los Rios Community College District. Services include administration of all unemployment insurance claims and hearings.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: State Unemployment Insurance Management Funding

\$100,000.00

Government Financial Strategies

Contractor will provide financial advisory services, on an as-needed basis to SCOE that will include assistance with preparing and filing continuing debt finance disclosure and material event reports; consulting regarding school district financing activities, consulting regarding redevelopment revenues and other services as requested.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: SCOE General Support \$6,000.00

Schools Insurance Authority

Contractor will administer the Employee Assistance Program (EAP) through the Managed Health Network. EAP provides help to Sacramento County Office of Education employees to manage issues that could adversely impact their work and personal lives. Services offered are Clinical Counseling; Work and Life Services (e.g., childcare, eldercare, financial and legal services); and Daily Living Services that include referrals to consultants and businesses that can help with everyday errands, travel, and event planning.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: SCOE General Support \$25,800.00

School Services of California

Contractor will provide school finance information services, including analysis of all major school finance/fiscal legislation, workshops, mandated-cost information, and consultation. Sacramento County school districts pay 95 percent of the total cost of this contract.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: School Districts/SCOE General Support \$35,520.00

SPECIAL EDUCATION

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 SCOE's Mobility Opportunities Via Education (MOVE) project.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: Special Education Budget \$44,500.00

SPECIAL EDUCATION continued

Organized Binder, Inc.

Contractor will train program staff at Leo A. Palmiter Jr./Sr. High School on the use of the Organized Binder to assist implementation of the program and troubleshoot tech issues in each classroom. Contractor will also provide follow up training sessions as needed for staff throughout the year.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: Special Education Budget

\$7,000.00

Supported Life Institute – Communication Tech Ed Center (CTEC)

Contractor will provide staff development and training which will be mutually agreed upon by the parties, for the program serving students with severe disabilities and autism. Contractor will also provide consultation services with staff and students regarding additional communication and augmentative technology strategies, communication assessments, and staff development in the area of specialized communication software and devices, as well as training for use of devices with parents.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: Special Education Budget

\$6,000.00

CURRICULUM & INSTRUCTION

Education Speakers Network, LLC.

Contractor will provide professional development services to K-12 private school teachers in California with a series of webinars related to topics on the difference between projects and true Project Based Learning; how to plan, implement, and manage Project-Based Learning units; and how to successfully launch and manage their Project-Based Learning units.

New

Dates of Service: 07/01/21 – 12/31/22

Source of Funds: California Department of Education Contract

\$716,600.00

SCHOOL OF EDUCATION

Sinclair Research Group

Contractor will provide a comprehensive program evaluation process and implement the process for the School of Education programs that include: SCOE Clear Administrative Services Credential Program; SCOE Preliminary Administrative Services Credential Program; SCOE Intern Teacher Program; and the Sacramento Teacher Induction Program.

Renewal

Dates of Service: 07/01/21 – 06/30/22

Source of Funds: School of Education

\$44,000.00

RECAP

	<u>Expenditure</u>
Business Services	\$315,104
Special Education	\$ 57,500
Curriculum & Instruction	\$716,600
School of Education	\$44,000
TOTAL	\$ 1,133,204

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Agenda Item No.: VIII.C.1.

Enclosures: 3

Board Meeting Date: 06/22/21

Grant/Contract Proposal Abstract

Title of Grant/Contract: Statewide Non-Profit Private School Professional Development (SNPSPD)

Department/Director: Educational Services/ Brent Malicote

Funding Source: California Department of Education (CDE)

Amount Requested: \$2,250,298

Fiscal Year(s): 2020-2021, 2021-2022, 2022-2023

Program Description:

The purpose of the SNPSPD contract is to provide consistent, high-quality professional development for California non-profit, private school teachers and administrators, as identified through collaboration with CDE and any necessary advisory groups. Sacramento County Office of Education (SCOE) staff will ensure equitable access statewide for professional development, integration of technology where appropriate, and implementation of a professional development plan.

New Positions: None

Subcontracts:

- Staff Development for Educators (SDE) in the amount of \$216,800 to provide workshops on cultivating tenacity, critical thinking, student attention, focused feedback, and closing learning gaps.
- Education Speakers Network (ESN) in the amount of \$716,600 to provide workshops on project-based learning, classroom management, student motivation, differentiated instruction, standards-based grading, one virtual multi-topic conference and one in person multi-topic conference, and other trainings provided by their staff with expertise in relevant content areas.
- Professional Development provided by subcontractors with expertise in relevant content areas in the amount of \$81,600.

Evaluation Component:

SCOE staff will compile and report on survey feedback obtained from participants in the professional development workshops. They will also provide to CDE quarterly and end-of-year reports, data files, and reports from professional development, website development and maintenance, and ongoing administration of grant deliverables. This project will be measured and evaluated by successful completion of deliverables as described in the contract.

Detailed Budget Attached

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

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

Funds (check boxes that apply)

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

Grant Title: Statewide Non-Profit Private School Professional Development (SNPSPD)

Contact Person/Dept. /Phone #: Tami Wilson/Curriculum & Instruction/916 228-2350

Fiscal Year: 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.08	11,225		11,225
Salaries - Classified (FTE): 0.63	60,446		60,446
Temporary Employees	8,000		8,000
Employee Benefits	25,632		25,632
Books and Supplies	1,500		1,500
Travel and Conference	1,000		1,000
Subcontracts Not Subject to Indirect	191,800		191,800
Subcontracts Subject to Indirect	32,000		32,000
Other Services / Operating Expenses	133,349		133,349
Communications (postage/phones)	9,373		9,373
Printing Services	1,000		1,000
Indirect % 8.90	25,234		25,234
Other:			0
Totals	\$500,559	\$0	\$500,559

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
DIRECTOR	0.08	42M	11,225	
PROJECT SPECIALIST II	0.50	29M	52,106	
PROGRAM ANALYST	0.13	36B	8,340	
Totals	0.71		\$71,671	\$0

Revised 07/15

Initials of Grants Financial Staff: MC MS
Date: 5/21/22 NS

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: Statewide Non-Profit Private School Professional Development (SNPSPD)

Contact Person/Dept. /Phone #: Tami Wilson/Curriculum & Instruction/916 228-2350

Fiscal Year: 2021 - 2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.15	23,012		23,012
Salaries - Classified (FTE): 1.25	124,317		124,317
Temporary Employees	8,000		8,000
Employee Benefits	48,722		48,722
Books and Supplies	3,500		3,500
Travel and Conference	10,000		10,000
Subcontracts Not Subject to Indirect	378,600		378,600
Subcontracts Subject to Indirect	65,800		65,800
Other Services / Operating Expenses	323,833		323,833
Communications (postage/phones)	8,615		8,615
Printing Services	1,000		1,000
Indirect % 8.90	54,895		54,895
Other:			0
Totals	\$1,050,294	\$0	\$1,050,294

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
DIRECTOR	0.15	42M	23,012	
PROJECT SPECIALIST II	1.00	29M	106,817	
PROGRAM ANALYST	0.25	36B	17,500	
Totals	1.40		\$147,329	\$0

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: Statewide Non-Profit Private School Professional Development (SNPSPD)

Contact Person/Dept. /Phone #: Tami Wilson/Curriculum & Instruction/916 228-2350

Fiscal Year: 2022 - 2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.08	12,029		12,029
Salaries - Classified (FTE): 0.63	65,023		65,023
Temporary Employees	4,000		4,000
Employee Benefits	30,127		30,127
Books and Supplies	3,000		3,000
Travel and Conference	10,000		10,000
Subcontracts Not Subject to Indirect	288,000		288,000
Subcontracts Subject to Indirect	58,800		58,800
Other Services / Operating Expenses	169,595		169,595
Communications (postage/phones)	3,475		3,475
Printing Services	500		500
Indirect % 8.90	54,896		54,896
Other:			0
Totals	\$699,445	\$0	\$699,445

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
DIRECTOR	0.08	42M	12,029	
PROJECT SPECIALIST II	0.50	29M	55,840	
PROGRAM ANALYST	0.13	36C	9,183	
Totals	0.71		\$77,052	\$0

Revised 07/15

Initials of Grants Financial Staff: MCMS

Date: 5/21/22

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.2.

Enclosures: 2

Board Meeting Date: 06/22/21

Title of Grant/Contract: California Student Opportunity and Access Program (Cal-SOAP) Grant

Department/Director: Educational Services/Brent Malicote

Funding Source: California Student Aid Commission

Amount Requested: \$654,006

Fiscal Year(s): 2021 - 2022

Program Description:

This grant application is for the Sacramento Cal-SOAP Consortium that SCOE has administered for the past 23 years. It requires delivery of advising and academic services geared toward 1) informing students of postsecondary options and the availability of financial aid and 2) improving academic performance with the goal of achieving college eligibility and attendance.

The program provides college advising services via a series of workshops conducted by project staff and college outreach staff to 8,500 juniors and seniors in more than 250 classrooms in 13 schools. Schools are selected based on college-going rates and percentage of students eligible to receive free or reduced-priced meals. Individual and small-group advising sessions for 1,800 low-income or first-generation students follow the classroom workshops. Additionally, the Sacramento Cal-SOAP plans to recruit, hire, and train 60 college students as tutors and place them in approximately 120 AVID classrooms in 33 schools.

New Positions:

None

Subcontracts:

None

Evaluation Component:

Sacramento Cal-SOAP continues to focus data collection and reporting on financial aid application completion and post-application work to secure aid.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	60,000
Source of Funds for Cash Match	SCOE Coordination

Funds (check boxes that apply)

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

Grant Title: California Student Opportunity and Access Programs (Cal-SOAP) Grant

Contact Person/Dept. /Phone #: Guadalupe Delgado/Sacramento Cal-SOAP Consortium/916-228-2658

Fiscal Year: 2021 - 2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 3.10	286,343	37,239	323,582
Temporary Employees	186,000		186,000
Employee Benefits	111,325	12,425	123,750
Books and Supplies	2,500	500	3,000
Travel and Conference	2,300	500	2,800
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	5,323	2,332	7,655
Communications (postage/phones)	3,500	2,100	5,600
Printing Services	8,270		8,270
Indirect % 8.00	48,445		48,445
Other: Indirect 8.9% Cash In-Kind		4,904	4,904
Totals	\$654,006	\$60,000	\$714,006

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.60	M-40	94,350	
Project Specialist II	1.60	M-29	149,102	
Project Specialist II	0.40	M-29		37,239
Program Analyst	0.50	36-F	42,891	
Totals	3.10		\$286,343	\$37,239

Revised 07/15

Initials of Grants Financial Staff: MC MS

Date: 6/1/2021 NS

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: CA Student Aid Commission Capital Area Cash for College, Regional Coordinating Organization

Contact Person/Dept. /Phone #: Guadalupe Delgado, Sacramento Cal-SOAP Consortium (916)228-2658

Fiscal Year: 2021 - 2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.02	1,447		1,447
Temporary Employees	11,500		11,500
Employee Benefits	2,979		2,979
Books and Supplies	500		500
Travel and Conference	500		500
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	3,984		3,984
Communications (postage/phones)	90		90
Printing Services	1,000		1,000
Indirect %			0
Other:			0
Totals	\$22,000	\$0	\$22,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Financial Analyst	0.02	32F	1,447	
Totals	0.02		\$1,447	\$0

Revised 07/15

Initials of Grants Financial Staff: *MC MS*

Date: 6/1/2021

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.3.

Enclosures: 1

Board Meeting Date: 06/22/21

Title of Grant/Contract: CA Student Aid Commission Capital Area Cash for College, Regional Coordinating Organization

Department/Director: Sacramento Cal-SOAP Consortium/Brent Malicote

Funding Source: California Student Aid Commission

Amount Requested: \$22,000

Fiscal Year(s): 2021-2022

Program Description:

The California Student Aid Commission has designated the Sacramento Cal-SOAP Consortium to be the Regional Coordinating Organization for the Capitol Region of the Cash for College campaign. Funds will be used to support the efforts of the *Sacramento Cash for College*, a community-wide partnership that includes Cal-SOAP, local legislators, high schools, community colleges, universities, and local agencies. The coalition plans, organizes, and implements 35-40 financial aid workshops for students and families, to assist them with the Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application. The agreement with the California Student Aid Commission provides support funds for these efforts.

New Positions:

None

Subcontracts:

None

Evaluation Component:

At each workshop, participants complete an evaluation survey. As part of this agreement, the surveys are submitted to the California Student Aid Commission for review and analysis.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: CA Student Aid Commission Capital Area Cash for College, Regional Coordinating Organization

Contact Person/Dept. /Phone #: Guadalupe Delgado, Sacramento Cal-SOAP Consortium (916)228-2658

Fiscal Year: 2021 - 2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.02	1,447		1,447
Temporary Employees	11,500		11,500
Employee Benefits	2,979		2,979
Books and Supplies	500		500
Travel and Conference	500		500
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	3,984		3,984
Communications (postage/phones)	90		90
Printing Services	1,000		1,000
Indirect %			0
Other:			0
Totals	\$22,000	\$0	\$22,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Financial Analyst	0.02	32F	1,447	
Totals	0.02		\$1,447	\$0

Revised 07/15

Initials of Grants Financial Staff: MC MS

Date: 6/1/2021

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.4.

Enclosures: 1

Board Meeting Date: 06/22/21

Title of Grant/Contract: Capital Area Promise Scholars (CAPS) Program

Department/Director: Educational Services/Brent Malicote

Funding Source: Sacramento Region Community Foundation

Amount Requested: \$192,000

Fiscal Year(s): 2021-2022

Program Description:

The Capital Area Promise Scholars (CAPS) Program provides enrichment, college and financial aid advising, and scholarships for targeted students in Sacramento County. In the 2021-2022 academic year, the CAPS Program will fund approximately 62 renewal scholarships for 2020 graduates.

SCOE, through the Sacramento Cal-SOAP Consortium, will provide student outreach for the CAPS Program, and will administer the scholarship application, award processing, and data reporting components. Funding for this project is the result of a grant from College Futures Foundation to the Sacramento Region Community Foundation.

New Positions:

None

Subcontracts:

None

Evaluation Component:

Data is provided to the College Futures Foundation for a statewide evaluation of student outcomes, including financial aid secured, and first-year persistence.

Detailed Budget Attached

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

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

Funds (check boxes that apply)

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

Grant Title: Capital Area Promise Scholars (CAPS) Program

Contact Person/Dept. /Phone #: Guadalupe Delgado/Sacramento Cal-SOAP Consortium/916-228-2658

Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE):			0
Temporary Employees	30,000		30,000
Employee Benefits	7,890		7,890
Books and Supplies	200		200
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	3,390		3,390
Other: Scholarships & 6% Admin. Fee	150,520		150,520
Totals	\$192,000	\$0	\$192,000

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

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Agenda Item No.: VIII.C.5

Enclosures: 1

Board Meeting Date: 06/22/21

Grant/Contract Proposal Abstract

Title of Grant/Contract: Foster Youth Services Coordinating Program/Child Protective Services (CPS) Collaborative Project

Department/Director: Educational Services/Brent Malicote

Funding Source: Sacramento County Department of Health and Human Services

Amount Requested: \$160,906

Fiscal Year(s): 2021-2022

Program Description:

For the 2021-2022 program year, the Sacramento County Office of Education (SCOE) will receive a contract award in the amount of \$160,906 from the Sacramento County Department of Health and Human Services (DHHS) to support the co-funding of two SCOE Foster Youth Services Coordinating Program (FYSCP) Project Specialists. Both staff will be on-site at family court and at child Protective Services (CPS) offices throughout the year to locate education records, assist with the prompt and appropriate preschool and school enrollment of foster children, maintain databases for CPS and SCOE, and improve education and support services for foster children.

New Positions:

None

Subcontracts:

None

Evaluation Component:

In addition to quarterly reports of provided services, SCOE will submit to DHHS a year-end summary of measurable outcomes identified in the contract. Examples of measurable outcomes include:

- Number of Education Progress Summaries completed
- Number of unique preschool children served
- Number of preschool-related services provided (e.g. referrals, follow-up, and access)
- Number of school enrollments updated in the Child Welfare Services Case Management System
- Number of education consultation services provided to social workers

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: Foster Youth Services Coordinating Program/Child Protective Services (CPS) Collaborative Project

Contact Person/Dept. /Phone #: Brent Malicote/Trish Kennedy 916-228-2730

Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.50	109,867		109,867
Temporary Employees			0
Employee Benefits	37,889		37,889
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	13,150		13,150
Other:			0
Totals	\$160,906	\$0	\$160,906

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist I	1.50	18M	109,867	
Totals	1.50		\$109,867	\$0

Revised 07/15

Initials of Grants Financial Staff: RR MS

Date: 6/3/21 NS

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.6.

Enclosures: 3

Board Meeting Date: 06/22/21

Title of Grant/Contract: Foster Youth Services Coordinating Program

Department/Director: Educational Services/Brent Malicote

Funding Source: California Department of Education

Amount Requested: \$2,097,702

Fiscal Year(s): 2021-2022, 2022-2023, 2023-2024

Program Description:

For the 2021-2022, 2022-2023, and 2023-2024 program years, the Sacramento County Office of Education (SCOE) will receive an annual grant award in the amount of \$699,234, for a total award of \$2,097,702, from the California Department of Education Integrated Student Support and Programs Office (CDE/ISSPO) to support SCOE's Foster Youth Services Coordinating Program (FYSCP).

The intent of the FYSCP is to improve the education outcomes for foster youth through collaboration with school districts, Child Protective Services, Probation, the courts, foster parents, group home providers, foster youth advocates, and other agencies involved in providing care and services for foster youth.

The SCOE FYSCP maintains a web-accessible database of the county's school-age foster population, providing up-to-date education and basic health information, school placement history, and other pertinent information necessary to ensure youth are promptly enrolled in school and that their records follow them when their placements are changed. The SCOE FYSCP also provides training and professional development for foster parents, group home staff, social workers, probation officers, and educators; education and transition services for foster youth enrolled in SCOE schools; and education liaison services as outlined in AB 854 of 2015.

New Positions:

None

Subcontracts:

None

Evaluation Component:

SCOE will submit a budget, expenditure reports, and a year-end program report annually to CDE/ISSPO.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: Foster Youth Services Coordinated Program

Contact Person/Dept. /Phone #: Brent Malicote/Trish Kennedy Foster Youth Services 916-228-2730

Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 4.37	445,537		445,537
Temporary Employees			0
Employee Benefits	140,778		140,778
Books and Supplies	14,062		14,062
Travel and Conference	7,000		7,000
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect	0		0
Other Services / Operating Expenses	11,450		11,450
Communications (postage/phones)	7,061		7,061
Printing Services	16,200		16,200
Indirect % 8.90	57,146		57,146
Other:			0
Totals	\$699,234	\$0	\$699,234

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.60	40M	86,295	
Project Specialist I	0.62	18M	55,244	
Project Specialist II	1.90	29M	209,027	
Technology Coordinator	0.10	36M	12,720	
Program Analyst	0.20	36B	13,505	
Administrative Assistant	0.95	29F	68,746	
Totals	4.37		\$445,537	\$0

Revised 07/15

Initials of Grants Financial Staff: RS MS

VIII.C.6.2.

Date: 6/3/21 NS

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: Foster Youth Services Coordinated Program

Contact Person/Dept. /Phone #: Brent Malicote/Trish Kennedy Foster Youth Services 916-228-2730

Fiscal Year: 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 4.33	446,661		446,661
Temporary Employees			0
Employee Benefits	140,928		140,928
Books and Supplies	12,788		12,788
Travel and Conference	7,000		7,000
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect	0		0
Other Services / Operating Expenses	11,450		11,450
Communications (postage/phones)	7,061		7,061
Printing Services	16,200		16,200
Indirect % 8.90	57,146		57,146
Other:			0
Totals	\$699,234	\$0	\$699,234

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.60	40M	88,395	
Project Specialist I	0.58	18M	47,626	
Project Specialist II	1.90	29M	213,185	
Technology Coordinator	0.10	36M	12,974	
Program Analyst	0.20	36C	14,350	
Administrative Assistant	0.95	29F	70,131	
Totals	4.33		\$446,661	\$0

Revised 07/15

Initials of Grants Financial Staff: AR MS

VIII.C.6.3.

Date: 6/3/21

MS

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

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

Funds (check boxes that apply)

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

Grant Title: Foster Youth Services Coordinated Program

Contact Person/Dept. /Phone #: Brent Malicote/Trish Kennedy Foster Youth Services 916-228-2730

Fiscal Year: 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 4.25	446,821		446,821
Temporary Employees			0
Employee Benefits	140,714		140,714
Books and Supplies	12,842		12,842
Travel and Conference	7,000		7,000
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect	0		0
Other Services / Operating Expenses	11,450		11,450
Communications (postage/phones)	7,061		7,061
Printing Services	16,200		16,200
Indirect % 8.90	57,146		57,146
Other:			0
Totals	\$699,234	\$0	\$699,234

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.60	40M	92,027	
Project Specialist I	0.50	18M	36,345	
Project Specialist II	1.90	29M	217,451	
Technology Coordinator	0.10	36M	13,234	
Program Analyst	0.20	36C	15,488	
Administrative Assistant	0.95	29F	72,276	
Totals	4.25		\$446,821	\$0

Revised 07/15

Initials of Grants Financial Staff: RP MS

Date: 6/3/21 NS

VIII.C.6.4.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.7.

Enclosures: 1

Board Meeting Date: 06/22/21

Title of Grant/Contract: Sacramento Adult Day Reporting Center

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

Funding Source: Sacramento County Probation Department

Amount Requested: \$50,000

Approved Budget Dates: 2021-2022

Program Description:

The Sacramento County Office of Education (SCOE) will provide preparation for high school equivalency exams for clients referred by the Sacramento County Probation Department. SCOE will provide support designed to help clients earn a high school diploma or equivalency certificate.

New Positions:

None

Subcontracts:

None

Evaluation Component:

SCOE will report on the number of high school diplomas and equivalency certificates awarded.

Detailed Budget Attached

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

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

Funds (check boxes that apply)

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

Grant Title: Sacramento Adult Day Reporting Center

Contact Person/Dept. /Phone #: Chris Aland/Re-Entry Programs/916 228-2037

Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.25	15,940		15,940
Salaries - Classified (FTE):			0
Temporary Employees	750		750
Employee Benefits	5,200		5,200
Books and Supplies	23,024		23,024
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)	1,000		1,000
Printing Services			0
Indirect % 8.90	4,086		4,086
Other:			0
Totals	\$50,000	\$0	\$50,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Teacher	0.25	TBD	15,940	
Totals	0.25		\$15,940	\$0

Revised 07/15

Initials of Grants Financial Staff: MC MAS

VIII.C.7.2.

Date: 5/27/21

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2021-2024 Local Control and Accountability Plan (LCAP)	Agenda Item No.: VIII.D. Enclosures: 55
Reason: Adoption of the Proposed 2021-2024 LCAP	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 06/22/21

BACKGROUND:

The LCAP is used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil progress and outcomes. For county offices of education, the LCAP must describe goals and specific actions to achieve those goals for all pupils and subgroups of pupils for each of the state priorities and any locally identified priorities.

In accordance with California Education Code:

- (1) The county board of education shall hold a public hearing to solicit recommendations and comments regarding the specific actions and expenditures proposed in the proposed LCAP.
- (2) The county board of education shall adopt a 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 EC Section 1622.

The 2019-2020 LCAP process was interrupted by the COVID pandemic. This year's LCAP has additional sections that address the unique programming implemented during the pandemic. The 2021-2024 proposed SCOE LCAP includes:

- LCFF Budget Overview for Parents
- Annual Update for the 2019-2020 LCAP Year
- Annual Update for the 2020-2021 Learning Continuity and Attendance Plan
- Analysis of 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan
- The 2021-2024 SCOE LCAP

The revised 2021-2024 SCOE LCAP is attached and includes modifications based upon Board and community input regarding the proposed SCOE LCAP reviewed during the June 8, 2021, Board Meeting.

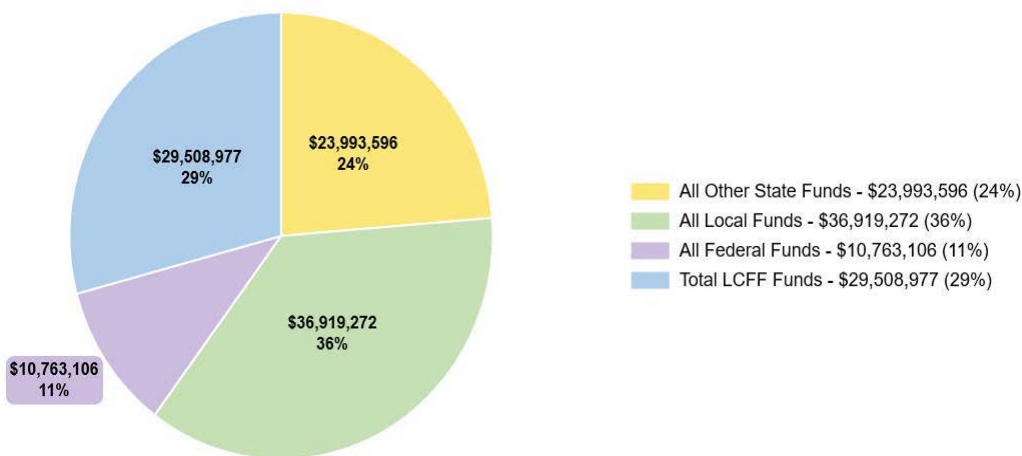
SUPERINTENDENT'S RECOMMENDATION: The Superintendent recommends that the Sacramento County Board of Education review and adopt the proposed 2021-2024 LCAP as presented.

LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

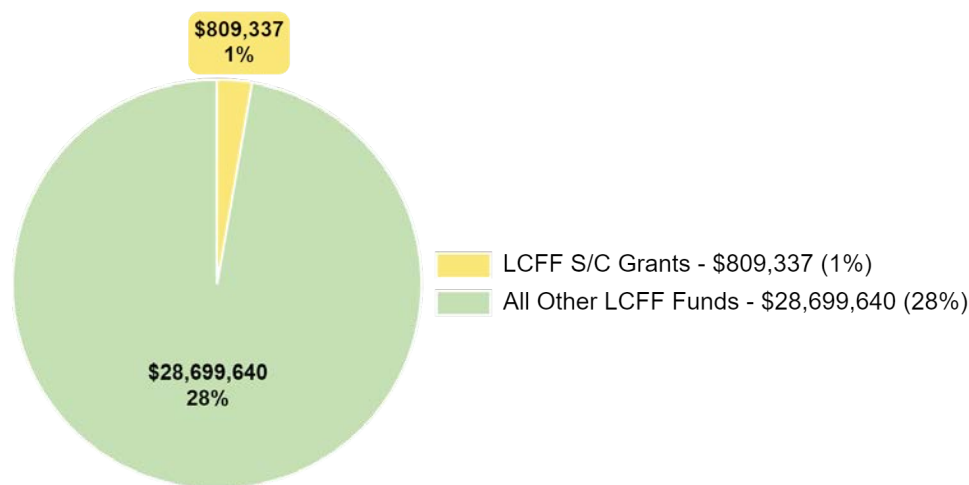
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$23,993,596	24%
All Local Funds	\$36,919,272	36%
All Federal Funds	\$10,763,106	11%
Total LCFF Funds	\$29,508,977	29%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$809,337	1%
All Other LCFF Funds	\$28,699,640	28%

These charts show the total general purpose revenue Sacramento County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Sacramento County Office of Education is \$101,184,951, of which \$29,508,977 is Local Control Funding Formula (LCFF), \$23,993,596 is other state funds, \$36,919,272 is local funds, and \$10,763,106 is federal funds. Of the \$29,508,977 in LCFF Funds, \$809,337 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Sacramento County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sacramento County Office of Education plans to spend \$97,996,880 for the 2021-22 school year. Of that amount, \$8,946,986 is tied to actions/services in the LCAP and \$89,049,894 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

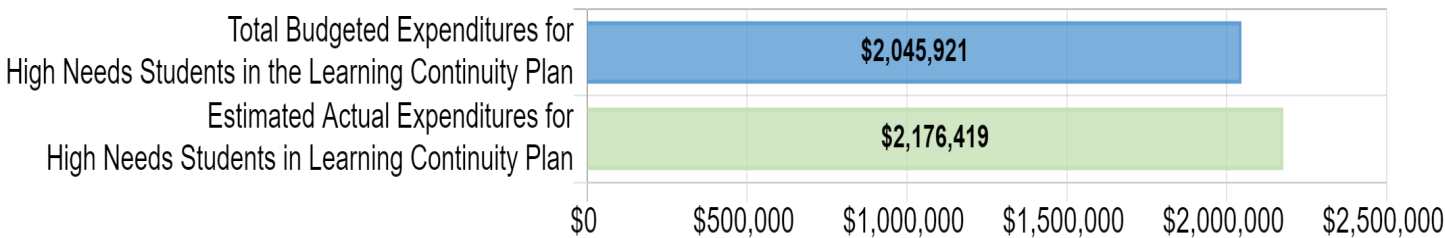
Most of the General Fund Budget Expenditures are not included in the LCAP because funds are awarded to SCOE through grants, fees, or contracts to perform very specific deliverables such as research, evaluation services, teacher induction, teacher and administrator credentialing programs, early learning programs, and a residential outdoor science camp.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sacramento County Office of Education is projecting it will receive \$809,337 based on the enrollment of foster youth, English learner, and low-income students. Sacramento County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento County Office of Education plans to spend \$1,089,491 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Sacramento County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sacramento County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sacramento County Office of Education's Learning Continuity Plan budgeted \$2,045,921 for planned actions to increase or improve services for high needs students. Sacramento County Office of Education actually spent \$2,176,419 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento County Office of Education	David W. Gordon Superintendent	dgordon@scoe.net (916) 228-2410

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Attend School Regularly

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School Attendance Rate: 84.0% Foster Youth Attendance Rate: 89.0%	School Attendance Rate: 79.62% Foster Youth Attendance Rate: 86.23% Note: Pre-COVID data

Expected	Actual
Chronically Absent Rate: 28.0% Foster Youth Chronically Absent Rate: 20.0%	Chronically Absent Rate: 39.4% Foster Youth Chronically Absent Rate: 35.63% Note: Pre-COVID data

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Principals, transition specialists and other program staff monitored student attendance through contracts, daily calls home for absences and tardiness and reviewing attendance policies with students, parents/guardians. Principals and transition specialists collaborated with Transcend Translations, an English learner parent liaison, SCOE translating services, and held quarterly School Site Council and District English Learner Advisory Committee meetings. Meetings with English learner parents/guardians helped families understand the importance of daily attendance and resources available to English learner families to help improve their child's daily attendance. Non-profit partners supported students by creating attendance infographic resource sheets, sites offered expanded learning programming through local non-profits and sites held daily drawings, monthly drawings, awards, and quarterly parent/guardian luncheons, ensured students had bus passes, and provided in-person (pre-pandemic) and virtual field trips to positively reinforce daily attendance.</p> <p>Students to be served: Students with Disabilities at All Schools</p>	<p>\$410,630 Total Amount</p>	<p>\$403,288 Total Amount</p>
<p>1.2 In addition to all activities in Action #1 above, Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, student mentorships, and a checkin/checkout process at all school sites.</p>	<p>\$35,515 Total Amount (Spec Ed)</p>	<p>\$34,472 Total Amount (Spec Ed)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3 Staff collaborated with nonprofit partners and probation to continue to expand services and provide effective during and after school programming. The services were designed to draw students to school and actively engage all students including probation supervised students. SCOE expanded the number of community based partners to provide comprehensive services for all students. Staff coordinated community based partners to ensure services and interventions were principally directed at improving outcomes for unduplicated students. Examples of contracted nonprofit partners include 916 Ink, Green Tech Education, Earth Mama Healing, Scholastic Journalism, HAWK Institute, Square Root Academy, My Brother's Keeper and Northern California Construction and Training and the Health Education Council. These partners provided academic support; career exploration, workforce readiness, wellness support, mentoring; research and communication skills; and construction trades training.	\$564,297 Total Amount	\$652,274 Total amount

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

SCOE utilized all funds to support students, families, teachers, and staff and partners.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pre-COVID, community partners played a vital role in engaging students and helping them to value education, connect to school, and attend regularly. After March 2020, SCOE staff focused on two strategies: ensuring all students had the social emotional supports necessary during distance and in-person learning, and providing devices and connectivity for all students. Even though overall attendance was below expected, the community schools actually managed to increase daily attendance by 10.4%. All programs maintained a near-zero dropout rate with 99% positive transitions.

Goal 2

Graduate from High School with Diploma or Equivalency

State and/or Local Priorities addressed by this goal:

State Priorities: 4 5 9 10

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Successful Transition Rate:100%	Successful Transition Rate: 96.9%
Foster Youth: 100%	Foster Youth: 97.3%
Middle School Dropout Rate: 0%	Middle School Dropout Rate: less than 1%
High School Dropout Rate: 0%	High School Dropout Rate: 2.52%
Local High School Graduation Rate per Unduplicated Student: 7.0%	Local High School Graduation Rate per Unduplicated Student: 18.2% Note: Adjusted Four-Year Cohort Graduation rate for all non-charter schools at SCOE is 27.6% per DataQuest.
Local HiSET Passing Rate removed from LCAP metrics	Not applicable
English Learner Reclassification Rate (RFEP): 3.0%	English Learner Reclassification Rate (RFEP): 0.9%
English learners meeting ELPAC criterion: increase by 1%	Unable to report due to low N from 2018. Baseline was not established. Per the 2019 CA Dashboard, 29.4% of EL students (N=17) made progress toward proficiency.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Teachers and instructional support staff participated in professional learning sequences based on Universal Design for Learning principles and a multitiered system of support to improve outcomes in ELA and math, and the sciences. These professional learning sequences provided staff strategies to improve the relevancy and accuracy of Individual Student Success Plans for students including all of our unduplicated students. Special Ed funds supported teachers and instructional support staff to implement the Unique Curriculum and ensure inclusive opportunities for our Special Ed students.	\$132,012 Total Amount	\$129,021 Total Amount
2.2 School staff, including administrators, teachers, and intensive case managers, serve in an advisory capacity to support all students, including foster youth, by creating and monitoring a Student Success Plan or Individualized Learning Plan which supports student goal setting and decision - making. The process ensures all students have up to date transcripts, credit recovery options, verification of AB 12, AB 167, and AB 2306, and access to the county services. Practice Model network of services. Additional support and interventions provided to English learners based on the analysis of data that are aligned to the ELD Framework. English learner families have access to interpreting and translation services as needed to support their students at home.	\$876,255 Total Amount	\$1,047,862 Total Amount
2.3 Provide information to students and families about options for graduation (CHSPE, HiSET), and conduct parent and student focus groups to obtain feedback to improve student outcomes.	\$4,250 Total	\$5,225 Total
2.4 Student information system department staff meet each semester to continuously improve the consistency and efficiency of the transcript request process for students.	\$13,574 Total	\$13,607 Total
2.5 Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all CCS students.	\$15,104 Total	\$18,617 Total

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

SCOE utilized all funds to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SCOE staff created innovative processes to continue to provide academic and career/work readiness case management, advisement, graduation options, transcripts and growth assessments for students during the pandemic. When the pandemic hit, it took a while for students and staff to get up to speed, and effectively engage in distance learning.

Goal 3

Prepare for College and Careers

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 7 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Ren Learn Reading: Court Schools: 51.3% Community Schools: 53.6% Ren Learn Math: Court Schools: 51.6% Community Schools: 50.1%	Ren Learn Reading: Court Schools: 56.7% Community Schools: 53.6% Ren Learn Math: Court Schools: 49.1% Community Schools: 71.4%
CAASPP Participation Rates ELA: 62.0% Math: 63.0% CAASPP Achievement Rates ELA: 7.0% Math: 5.0%	Not available for 2019-20. CAASPP not administered.
Early Assessment Program Participation Rate: 49.5% ELA: Ready 4.0%, Conditionally Ready 9.0% Math: Ready 4.0%, Conditionally Ready 4.0%	Not available for 2019-20. CAASPP not administered.
% of teachers are confident in their ability to teach the state standards CCSS ELA 87% CCSS Math 98% ELD 64% NGSS 33%	Not available for 2019-20. Survey was not administered due to COVID-19, but will be offered in 2020-21.

Expected	Actual
UC a-g Course Completion Rate: 31.0%	UC a-g Course Completion Rate: to be advised.
CTE Completion Rate: 21.1%	CTE Completion Rate: to be advised.
Teacher Misassignment Rate: 0% Fully Credentialed: 100%	Teacher Misassignment Rate: 0% Fully Credentialed: 100%
Instructional Materials Survey documenting all subgroups have appropriate instructional materials maintain 100%	100% of subgroups have appropriate instructional materials.
All students have access to CCSS instructional materials and supplies: 100%	100% of students have access to CCSS instructional materials and supplies.
All students have access to a broad course of study (Core academics, ELD, CTE): 100%	All students have access to a broad course of study (Core academics, ELD, CTE): 100%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Ensure teachers are appropriately credentialed by utilizing the Verification Process for Special Settings and are implementing standards aligned curriculum. Hire appropriately credentialed and experienced support staff including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians to support family and student engagement.	\$9,172,828 Total Amount	\$9,414,355 Total Amount
3.2 CTE Teachers lead site based "Career Readiness Teams" that include principals, academic teachers, counselors, Transition Specialists, and community partners to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry-level employment. Additionally, these teams will ensure all students develop Transition Plans within IEPs, Student Success Plans, and Individualized Learning Plans embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as counseling, anger management, credit recovery, college enrollment and support.	\$719,489 Total Amount	\$574,715 Total Amount

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3 CCS staff support all students with a graduation plan with supports tailored to their needs. Intensive Case Managers and CCS staff provide options for credit recovery and additional education support to recover missing credits. Intensive Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Intensive Case Managers provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and SCOE staff regarding AB 167, AB 1806, AB 854. Continue pursuing a community-based wellness program for initial and ongoing health, vision, and dental care for all students. Continue implementation of independent living skills and financial literacy program at all CCS school sites. Continue the Life Skills programming for all students that incorporates health, wellness, and transition skills.	\$830,658 Total Amount	\$698,026 Total Amount
3.4 CCS principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours with middle and high school students.	\$90,142 Total Amount	\$89,230 Total Amount

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

SCOE utilized all funds to support students, families, teachers, and staff when considering all of the actions in this goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Faculty provided an online structure for: checking in with students daily, Monday program-wide advisories, and Wellness Wednesdays across socially distant outdoor check-ins at students' residences to ensure all students received the social and academic supports that they needed. In the 2019-20 year, the community-based wellness program was in the planning phase and in early implementation.

Goal 4

Involve Parents and Guardians

State and/or Local Priorities addressed by this goal:

State Priorities: 3 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Parents/guardians attend a school event once per semester: 55.0% Site councils meet: 4 times per year	Due to the COVID-19 pandemic, this metric is incomplete. The Thanksgiving and winter celebrations are estimated at 40% parent attendance. Site councils met fewer than 4 times per year.
Offer high-quality parental engagement and support programs for all students especially unduplicated students and students with exceptional needs: 100%	SCOE offered high-quality parental engagement and support programs for all students, especially unduplicated students and students with exceptional needs: 100%
Increase sense of school safety, school connectedness and positive school climate by gathering input at school engagement events four times per year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through additional outreach efforts: 100%	Due to the COVID-19 pandemic, only three school engagement events were offered, but other daily interactions with parents/guardians were implemented: 100%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Ensure parent/guardian/caregiver participation in the enrollment process at community schools and Special Ed programs, the development of Student Success Plans or Individual Learning Plans, student led conferences, and the IEP process. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.	\$4,900 Total Amount	\$3,056 Total Amount
4.2 Provide outreach to parents/guardians of students with disabilities to increase participation in school activities and events.	\$2,000 Total Amount	\$500 Total Amount
4.3 Transition specialists and the English Learner Liaison ensure that parents/guardians of low income students, foster youth, English learners, and Special Education students receive appropriate information related to resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options.	\$26,825 Total Amount	\$21,967 Total Amount

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

SCOE utilized all funds to support students and their families, except for the usual expenditures to support in-person events.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SCOE staff developed remote methods of coordinating engagement with families after the pandemic began, as digital tools were provided to facilitate effective communication. All families were provided with connectivity and devices. Families were provided computers during drive-through events; the Probation department was provided with iPads to communicate with families from inside the Juvenile Hall. Three-way communication using technology and wireless upgrades was facilitated between faculty, probation staff and students.

Goal 5

School Climate and Safety

State and/or Local Priorities addressed by this goal:

State Priorities: 1 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CCSS and Special Ed site facilities inspections with overall “Good” rating: 100%	85.7% of Facilities inspections of CCSS and Special Ed sites attain an overall "Good" rating.
Suspension Rate: 5%	Suspension Rate: 7.2%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to enhance campus and personal safety of all students by analyzing and revising school safety plans annually, reviewing student success plans for expelled students and foster youth quarterly. School psychologists and staff will implement mental health support strategies to ensure students’ social emotional needs are met. Staff will continue to participate in professional learning sequences in Positive Behavioral Intervention and Supports. Continue to improve communication with students and families regarding a positive culture and learning environment. Provide translation information regarding bullying, school safety, and Williams compliant procedures. Principals monitor suspension rates of subgroups quarterly to identify and address any potential disproportionality. In addition, SCOE will maintain clean and safe campuses through custodial services. All principals participate in our Improving Educational Equity series with Dora Dome.	\$655,576 Total Amount	\$558,114 Total Amount
5.2 To reduce suspensions, each campus will complete a quarterly review of suspension data and adjust programming and support as necessary. Develop reports to ensure accurate review of data.	\$11,802 Total Amount	\$12,069 Total Amount

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

SCOE utilized all funds to support students and their families, except, due to the pandemic and distance learning, SCOE did not have to utilize the San Juan Safe Schools Office which provides support for positive climate and safety.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SCOE staff continued to support students using a trauma-informed approach. Quarterly monitoring of suspension before the pandemic was implemented, allowing teachers to understand disproportionate outcomes. When the COVID-19 pandemic required school closures, extensive technology, social and emotional learning support, and academic resources were provided to students to minimize interruption to SCOE students' engagement.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE has purchased COVID-19 related safety equipment and cleaning supplies for all school sites.	\$79,256	\$114,423	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE has provided extensive professional learning for CCS and Special Education certificated and classified staff in the areas of COVID-19 safety protocols, lesson planning, and instructional planning for appropriate in-person, socially distant instruction, and campus operation protocols.	\$76,940	\$76,940	Y
SCOE has retained all certificated faculty and classified staff to support in-person instruction (when approved by the county health officer) and high-quality distance learning instruction.	\$892,259	\$1,158,038	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All actions were implemented as planned, with a slight increase of estimated actual over budgeted.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SCOE staff followed the guidance of the Sacramento County Public Health in bringing students back to SCOE campuses as soon as authorized. Students returned to SCOE programs on district campuses on a rolling schedule based on the in-person instruction guidelines that applied to each district as soon as authorized. The Juvenile Hall staff switched to distance learning during peak infection periods, but returned to in-person as soon as authorized.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE purchased touch screen laptop computers for CCS faculty, to enhance each teacher's ability to provide Distance Learning lessons utilizing Zoom Whiteboard. SCOE purchased Edgenuity for all students in the CCS and Palmiter schools and has provided and will continue to provide professional learning for the learning management platform.	\$174,677	\$160,889	Y
SCOE purchased Chromebooks and connectivity devices for all students that lacked appropriate computing devices or connectivity. Limited staff are utilizing personal phones to support Distance Learning and receive a \$50/month stipend.	\$148,388	\$47,260	Y
SCOE has provided and will continue to provide extensive professional development to support Distance Learning. SCOE has allocated 0.5 FTE to a new Director of Distance Learning.	\$41,600	\$41,600	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to extensive donations of devices and hotspots for connectivity, the estimated actual expenditures were less than budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

SCOE students began the year in distance learning. It was necessary to properly train teachers, staff, students and families in the essential tools for distance learning. Professional learning was provided to staff to ensure effective distance instruction and learning.

Staff adjusted and modified schedules to meet the needs of all SCOE students and families. SCOE provided multiple devices to families with multiple SCOE students enrolled and staggered student schedules to accommodate family needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SCOE engages in home visits to reengage students who are not engaged in Distance Learning through partnerships and contracts with non-profit agencies and the San Juan Safe Schools office. Collaborative teams engage families with social distance protocols “across the porch or yard” to develop solutions that support student engagement.	\$95,797	\$40,265	Y
SCOE is adding limited term assignment teachers to mitigate learning loss in the Special Education, Senior Extension, Community School and Court School programs. SCOE provided summer school sessions to mitigate learning loss during June and July of 2020. SCOE will provide summer school during June of 2021.	\$460,064	\$460,064	Y
SCOE teachers have engaged in extensive professional learning to design custom lessons within Edgenuity and Google Classroom to support students that are below grade level.	\$76,940	\$76,940	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

SCOE did not implement the number of home check-ins and "across the porch" support anticipated because COVID-19 protocols and high infection rates prohibited our normal in-person visitation. We learned that more families preferred to communicate virtually.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

SCOE students were successful in continuing their educational engagement in our distance learning platform, however we did measure a decrease in high school credit completion. Students who experienced challenges with distance learning received extra individual support from their teacher. The use of newly-adopted online programs allowed us to customize programs for students based on their ability, academic needs, and goals.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students' social and emotional well being is the most important focus at SCOE. Each school's transition specialist checked in with every student daily, and called each student that was not present on line. SCOE also implemented a program-wide mental health check in every Tuesday. Prompts were provided for students to respond to. Wellness Wednesday activities included weekly workshop topics for students. Every Thursday the Psychologist would check in with young people who requested support or who were identified as potentially needing support by teachers or other staff. During this period, students from different campuses were openly engaging with each other in a comfortable online format. SCOE's non-profit partners provided engaging activities for students outside of the school day during the week and on weekends. SCOE reopened schools as soon as possible for one-to-one student to teacher appointments. Transition specialists encouraged students to return to school, and attendance consistently increased over the weeks.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SCOE transition specialists (mentioned above) were the first tier of outreach to contact students every day. When students or families do not engage in a normally scheduled class or Zoom meeting, they received a phone call or other check-in. Tier 3 intervention was conducted virtually to meet family preference and comply with health and safety protocols.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SCOE provided students and families with a county-wide map of food distribution sites so that they did not need to travel to community school sites - they could receive meal support at a site closest to their home. As school reopened, SCOE provided nutrition from its school sites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Not applicable	N/A	0	0	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

None

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The COVID-19 pandemic provided an opportunity for SCOE leadership to reflect on the impact of the pandemic on our student population. Staff have dedicated time evaluating quantitative and qualitative data to determine the most pressing needs to address with our students.

In developing the goals and actions in the 2021-24 LCAP, SCOE has collapsed the previous five goals into two. SCOE's school teams strive to provide effective re-engagement with every student as they are welcomed back to school. Every student must have a Student Success Plan that includes measures for graduation readiness. To implement this vision, SCOE's LCAP goals focus on two high-priority initiatives: Successful Transitions for Students and Successful Parent and Community Partnerships.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As a County Office of Education serving expelled and incarcerated students, with a large population of foster and homeless youth, SCOE supports each student's individual SEL needs first, and develops a student success plan to address any previous gaps in learning. In the 2021-24 LCAP, SCOE will address learning loss due to the pandemic first by establishing caring relationships with students and embedding social emotional learning competencies throughout all segments of the instructional day. Following that step, staff work with students to develop and implement individual Student Success Plans for graduation, career awareness and post-secondary success. SCOE students will enroll in post-secondary classes, participate

in employment, work-based learning and robust Career Technical Education pathways. Mentors and other community partners will support engagement both in and outside of the school day. SCOE will implement frequent progress monitoring to ensure that all students meet their goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

During the first three quarters of the 2019-2020 school year SCOE took steps to increase support for students engaging in Ren Learn baseline and growth assessments in English and Math. We have increased the number of transition specialists trained to provide support and facilitation of the Ren Learn tests within the Community School Base, Senior Extension and El Centro programs.

As we transition to the 2021-2022 school year, we are building in additional supports and monitoring of students engaged in virtual classes. SCOE students earned fewer credits while engaged in distance learning and will receive enhanced support to complete assignments.

Our students need resources and support for their social emotional learning (SEL) as we return to in-person instruction. We have added additional (2) mental health clinicians and behavior management technician (1) support.

Our families need increased engagement from school staff and our partnering community supports. We will provide additional support from a Vice Principal of Family and Student Engagement (1).

In order to increase students' SEL outcomes, academic proficiency and progress, we need to expand students' amount of time engaged in learning. We are engaged in an ambitious plan to expand learning after the school day, on weekends and non-school days through non-profit partnership contracts.

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento County Office of Education	David W. Gordon Superintendent	dgordon@scoe.net (916) 228-2410

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

The Sacramento County Office of Education (SCOE) directly operates school sites and programs that provide full-time and part-time instruction for specific student populations in specialized programs that are more effective and less costly to operate on a regional basis. SCOE enrolled 1,022 students in these programs in 2019-20, comprising 70.3% low income, 39.7% students with disabilities, 12.6% English learners, 9.1% homeless and 5.0% foster youth.

SCOE Court and Community Schools (CCS) provide services to students who need more than a traditional middle or high school program can offer. SCOE is directly responsible for serving expelled and incarcerated youth in our CCS programs. SCOE also provides a high quality education to students and families seeking a smaller school environment through a referral process. Nearly 100% of students in CCS programs are living in households experiencing low income.

SCOE operates highly specialized Special Education programs to serve students with severe disabilities in Special Day classes located in school district and community sites. SCOE also coordinates services for foster youth in Sacramento County through the grant-funded Foster Youth Services Coordinating Program (FYSCP).

SCOE CCS Programs:

The SCOE CCS programs serve expelled and incarcerated youth who who need support not commonly found within traditional middle or high schools. SCOE is directly responsible for serving these students. SCOE also provides a high quality alternative education to students and families seeking a smaller school environment through a district or probation referral.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Transition rates continue to remain high, which means that students are successfully transitioning from our programs back to a district, or exiting our programs with a diploma. This metric consists of multiple indicators to ensure services for all students are effectively coordinated with our partner agencies. Metric indicators include validation of timely transfers, HiSET passing rates, and the percentage of students earning a high school diploma. In 2019-20, SCOE's overall Successful Transition Rate was 96.9%, even with the interruption of COVID-19. We are very proud of the Successful Transition Rate for Foster Youth, which was 97.3%.

Other bright spots in the 2019-20 year include an increase in the graduation rate for all SCOE students. In 2019, the graduation rate published in the California School Dashboard was 66.4%, an increase of 29% over 2018. In 2020, the graduation rate crept up to 68.8% in spite of the disruption caused by the COVID-19 pandemic.

SCOE broke ground in July 2020 on a new community school campus at the corner of Gerber and Power Inn Roads, expected to open in August 2021. This state of the art campus is named after Nathaniel S. Colley, Sr., the late civil rights attorney, and will serve secondary and young adult students, replacing the Gerber Jr. / Sr. High School site.

SCOE continues to support students in determining a post-secondary path. El Centro offers three CTE programs: Northern California Construction Training (NCCT) pre-apprenticeship program, a Culinary Arts pre-apprenticeship, and Office Occupations. Three transition specialists provide students with services and information regarding post-incarceration plans (as appropriate), including continuing academic education post-release, CTE options, and to support transitioning back into their community.

System-wide, SCOE continues an emphasis on trauma training and trauma-informed teaching practices, student engagement, tracking behavioral data consistently, adjusting programming based on site and individual student needs, and utilizing a multi-tiered intervention system. SCOE also provided a series of trainings for staff with strategies to develop alternatives to out-of-school suspensions.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SCOE is eligible for differentiated assistance in 2020-21 based on performance measures in the 2019 California School Dashboard. The following student groups met eligibility criteria in English language arts and math: Hispanic students, White students, and low income students. The following student groups met eligibility criteria in graduation rate: Hispanic students, and students with disabilities. The following student groups met eligibility criteria on the College/Career Indicator: African American students, Hispanic students, low income students, foster youth, homeless, and students with disabilities. The following student groups met eligibility criteria in chronic absenteeism: Hispanic students, low income students, foster youth, and students with disabilities. The following student groups met eligibility criteria in suspensions: White students, low income students, and students with disabilities.

SCOE's overall performance on the following State Indicators as measured in the California School Dashboard were in the "red" performance category: English language arts, Mathematics, College/Career, Graduation Rate, and Chronic Absenteeism. SCOE's overall performance on Suspension Rate was in the "orange" category.

The following strategies will be implemented to address high-need student performance:

- Expand mental health services in the community school programs to address urgent needs including bullying, trauma, suicide prevention, and LGBTQ student services
- Increase student voice and civic engagement for students from all campuses
- Continue to implement reading and math interventions
- Establish internal systems to reclassify EL students as proficient in English including a process for EL students with disabilities
- Increase family engagement opportunities, especially for students in the Youth Detention Facility
- Continue to improve curriculum implementation and alignment, focusing on data-driven instruction and inclusive practices
- Attendance: ongoing monitoring and improvement in programming

The following are steps to address the needs of all SCOE students:

- Ensure that every student has a Student Success Plan for successful transition to post-secondary and career.
- Continue to offer three week English Language Arts college readiness boot camps through a memorandum of understanding with Folsom Lake College
- Implement two week math college boot camps through a memorandum of understanding with Folsom Lake College
- Continue to provide evidence based, biweekly professional learning sequences focusing on improving outcomes in reading and math
- Improve utilization of data to inform instruction
- Expand partnerships with nonprofit partners focusing on literacy, reading and writing, and math applications
- Maintain ongoing dialogue with students regarding their Ren Learn reading and math scores and the importance of achievement in this area for long term success

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

SCOE's school teams strive to provide effective and authentic re-engagement with every student as they are welcomed back to school. Every student has a Student Success Plan that includes measures and activities for graduation readiness and post-secondary success.

The highlights for the 2021-22 year include the addition of mental health service providers: one to serve Palmiter and Hickey sites and Senior Extension; and one to serve North Area, Nathaniel S. Colley, Sr., and the CARE program. Another highlight is the establishment of a 21st Century Learning Center - formerly the library in El Centro. This space will provide virtual career experiences, with a maker space concept to offer hands-on, high quality, high interest activities. The addition of an administrator for Family Engagement to foster trusting relationships is a highly-anticipated improvement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

North Area Community School
Elinor Lincoln Hickey Jr. / Sr. High School
Nathaniel S. Colley, Sr. High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

SCOE's CSI Plan was developed using Improvement Science strategies, including Root Cause Analysis to examine various data sets of student academic, social and post-secondary college and career readiness indicators. The data sets include pre and post academic assessments in English and mathematics and college and career readiness indicators included in individualized student success plans embedded in the student information system database. Social emotional indicators are included as well, from attendance, discipline and wellness surveys conducted by licensed mental health clinicians.

SCOE is receiving CSI funds to improve the Graduation Rate at identified schools. Research-based interventions are designed to help students reduce credit deficiencies and increase engagement. The percentage of SCOE students that graduate increases as the students' engagement increases and they continue to earn academic credit.

SCOE involves students, parents, community-based organizations, employers, partnering government organizations and post-secondary partners with in-person and online surveys. Faculty, staff, management, leadership and board comment on the draft plan and survey data. Administrators and SCOE leadership engage with site councils, parent advisories, collective bargaining units and students through in-person discussions, Zoom calls and online surveys. The input is evaluated and compared against student and site level data. That analysis determines what areas to focus on with non-profit and mental health partners. SCOE has implemented a live dashboard so decisions can be made in real time.

SCOE utilizes evidence-based interventions as described by CDE on the Evidence-Based School and Classroom Practices webpage. In addition, staff is able to study the impact of interventions utilizing the independent SCOE research department, the Center for Student Assessment and Program Accountability (C-SAPA).

Resource inequities within the system are based upon internal allocations (due to the small size of each of our schools) and external allocations (80% of our students are low-income). Both of these resource allocation issues reduce our students' ability to access after school programs that increase academic outcomes and post-secondary readiness. Additionally, students have reduced access to wellness and mental health supports due to lack of transportation to and from provider locations. In short, SCOE chooses to invest funding to increase engagement both during the school day and after the school day by contracting with non-profits and licensed mental health clinicians.

Each year administrators examine data to determine the effectiveness of these programs. They use an SIS-linked database to monitor partner engagement with students and increased academic and social outcomes and graduation rates.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

On an annual basis SCOE conducts a cohort study of each student in the CSI identified schools. This study is designed and evaluated by C-SAPA and includes available state reported data, locally reported academic and social-emotional data for the local accountability system and transition data for exiting students. Additionally, feedback data from stakeholder surveys is included. SCOE uses the cohort study to examine its continuous improvement process for future decisions.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

SCOE utilizes a variety of engagement strategies to gather input for the LCAP from students, parents and guardians, faculty and staff, community partners, the SCOE Board of Trustees and management.

Students at each site responded to online surveys and provided input through their school leadership programs. Due to the unique nature of El Centro Jr./Sr.High School within the Youth Detention Facility, SCOE collaborates with Probation to secure input from students, families, faculty and probation staff via online surveys. SCOE staff also administered paper surveys that were distributed by Probation staff. In 2020, SCOE conducted student focus groups in July, September, and December that were designed to learn about their experiences in diversity, equity and inclusion. These sessions provided insight into the supports that students value, as well as the challenges they experience.

Parents and guardians were engaged over the phone by the EL Parent Liaison and other staff, and were also asked to respond through in-person check ins and online survey processes. SCOE staff met with parents and guardians virtually using iPads. The technology / device delivery provided another opportunity to solicit feedback from parents and guardians on SCOE programs and services. SCOE staff also participated in "across the porch" check-ins which yielded information about student and family needs.

Direct dialogue with our employee associations regarding the LCAP is ongoing throughout the year; administrators respond to all input provided by certificated and classified membership.

Relevant dates:

Student focus groups: July 23, 2020; September 24, 2020; December 11, 2020

Consultation with SCOETA and CSEA bargaining units: May 14, 2021

Consultation with the SELPA Director: May 7, 2021

The LCAP Draft was presented to the Parent Advisory Committee on: Ongoing and June 7, 2021
The LCAP Draft was presented to the English Learner Parent Advisory Committee on: Ongoing and June 7, 2021

The community was invited to comment on the LCAP draft on or before:

Public Hearing: June 8, 2021

LCAP Adoption: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

The SCOE LCAP was built using input from multiple stakeholder groups over the 2019-20 year, when the LCAP was on pause, and during the 2020-21 year. The COVID-19 pandemic created an opportunity for leaders to initiate alternate methods of engagement with stakeholders in the community, and to deeply engage in qualitative understanding of the student experience.

Input gathered from stakeholders was synthesized into these major areas of need:

- Ensure welcoming environments for students and families with support for their social-emotional wellbeing.
- Provide weekly preventative support from mental health clinicians and intensive (tier 3) interventions on request.
- Provide Career and post-secondary exploration.
- Provide work readiness and work-based learning.
- Provide post-secondary enrollment while students are enrolled in high school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The aspects of the LCAP that were influenced by stakeholder input include:

Provide:

- Increased mental health clinician support
- Increased support for students struggling with transition to in-person learning and student engagement and connection
- Vice principal of student and family engagement to serve Court and Community Schools due to program expansion
- 21st Century Learning Center within the Juvenile Hall to increase literacy and career readiness
- Expanded services for students formerly served by the Division of Juvenile Justice
- Improved technology (devices and connectivity) at all sites for in-person and virtual learning opportunities

Goals and Actions

Goals

Goal #	Description
Goal 1	Student Success Goal: Guarantee that all students will successfully transition from our programs prepared for post-secondary, career, and community engagement as demonstrated by a Successful Transition Rate of 100% each year.

An explanation of why the LEA has developed this goal.

SCOE serves the most high-needs students in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas in need of improvement.

The focus of all SCOE secondary programs is to provide a clear pathway for students to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will have a Student Success Plan that is developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Students are offered engaging experiences that expose them to post-secondary opportunities. SCOE's robust Career Technical Education pathways are offered through partnerships with experts in each respective field. Students may also choose employer engagement activities for a "real world" experience, or community college classes to accrue credits and receive exposure to college-level coursework. Every student will experience a successful transition after leaving a SCOE school/program. Students will be prepared for success in post-secondary and to secure employment.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teachers with Full Credential	95.7% of teachers are fully credentialed (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
Misassignments (Teachers teaching outside their subject area and Vacant Teacher Positions	Misassignments 0; Misassignments of Teachers of English learners 0; Vacancies 0 (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 for all
Student Access to Standards-Aligned Instructional Materials	100% of students have access - (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
% of Schools Receiving Good or Exemplary Rating on the Facilities Inspection Tool	85.7% (Source: (SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
Implementation of California State Academic Standards	100% of instructional materials are the most recent adoption, and faculty has received training on how to use them (Source: SARC 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
% of students completing a CTE course (earning 5 credits with a grade of C or better enrolled for 90 days)	0 (this is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
% of eligible students passing at least one a-g course with a "C" or better (enrolled for 180 days.	4.9% (Source: California School Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20% 2021-22 25% 2022-23 30% 2023-24
% of students meeting/ exceeding standards on statewide assessments in ELA	10.20% (Source: 2019 CAASPP)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year

Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
% of students meeting/exceeding standards on statewide assessments in Math	2.00% (Source: 2019 CAASPP)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
% of qualified students who met expected grade level growth in ELA of students meeting/exceeding standards on statewide assessments in	55.1% (Source: Ren Learn 2019-20 Midyear Report)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
% of students who met expected grade level growth in Math Percent of qualified students who met expected grade level growth in	57.1% (Source: Ren Learn 2019-20 Midyear Report)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
Reclassification Rate LA	0.90 % (Source: DataQuest 2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	5% Reclassification for designated EL students
% of English learners who progress at least one level on the ELPAC as compared to the previous year percent of students who met expected grade level growth in Math	0 (This is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	10% of eligible students will increase at least one level each year

Metric #	Baseline	Year 1	Outcome	Year 3	Desired Outcome for 2023-24
% of Students Meeting Target Credit Completion Rate	35% (Source: local SIS midyear 2020-21)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 5% per year
Student Success Plan: Completion of a Career Assessment, mastery of career readiness, SEL skills	0 (This is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%
% of students who complete college/ career tour	0 (This is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implementation of the Student Success Plan	School staff, including administrators, teachers and foster youth case managers support all students in developing the Student Success Plan or Individualized Learning Plan. Staff monitor student progress and update as needed to ensure students stay on track. Additional support and interventions are provided to English learners based on the analysis of data aligned to the ELD Framework.	\$3,182,846.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Career and Post-secondary Exploration	Career Technical Education teachers ensure all students complete a career education sequence and develop academic, technical, and work readiness skills for success in entry-level employment. Provide expanded access to courses within the fifteen standard industry sectors by partnering with eDynamic Learning. Ensure all students enrolled for 45 days complete a post-secondary and employment tour (court school students will do so virtually).	\$377,858.00	No
Action #3	Early College Programming	Offer every student college readiness courses in English and Math by renewing the memorandum of understanding with Folsom Lake College.	\$75,000.00	No
Action #4	21st Century Learning Center	Establish and staff a 21st Century Learning Center to support acquisition of research, post-secondary exploration, career engagement and local business professional relationships along with student voice and literacy skills for students in the Youth Detention Facility in year 1, to be expanded to all campuses by year 3.	\$82,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Professional Development (Academic)	<p>Teachers and instructional support staff participate in professional learning sequences based on Universal Design for Learning principles and a Multi-Tiered System of Support. Biweekly evidence-based professional learning sequences will focus on English language arts and mathematics outcomes.</p> <p>Special Education funds support professional learning to implement the Unique curriculum and ensure inclusive opportunities for students with disabilities.</p> <p>English Language Development professional learning will be delivered through a contract with SCOE's EL Specialist, to ensure that every school has a professional learning plan.</p>	\$92,192.00	Yes
Action #6	Virtual Learning	Contracted support from SCOE's Director of Distance Learning (.5 FTE), maintain licenses for Edgenuity, eDynamic Learning, Renaissance Learning, and other virtual curricula.	\$49,297.00	No
Action #7	Technology Refresh Plan	Make improvements in classroom technology to support virtual learning; professional development for staff on effective use of tools to support student understanding. Examples include: all staff have a high quality, touch screen laptop; all students have home connectivity and devices and a computer to check out daily at school; all faculty have access to a Promethean screen for daily instruction; all schools have a remote learning space for students to engage with remote instructors and classes.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #8	Summer School	Eight weeks of seven hours of summer learning opportunities are provided, accessible to all students.	\$75,000.00	No
Action #9	Credit Completion	Court and Community School staff provide support and options for credit recovery and additional education support to recover missing credits. Intervention support provided by paraprofessionals to students struggling in reading and math.	\$211,961.00	No
Action #10	Data to Inform Instruction	<p>Contract with the Center for Student Assessment and Program Accountability (C-SAPA) for monitoring progress through the locally-adopted Accountability System for Court and Community Schools, conducting the cohort study, designing surveys and program evaluation as applicable.</p> <p>Utilize Forecast5 5Lab data visualization to analyze accomplishments and student outcome data that needs support and additional staff time and resources.</p> <p>Student Information System department staff meet each quarter with program staff to monitor and improve processes.</p>	\$1,517.00	No
Action #11	Community Partnerships	Non-profit community partners provide engaging activities for students to bolster academic skills in literacy, reading/writing, science, career engagement, leadership, financial literacy and entrepreneurship, math applications, and visual and performing arts through SacHealthyHeART.	\$622,469.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #12	Support Staff	Hire appropriately experienced and licensed (as necessary) support staff, including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians. Transition specialists, special education technicians, paraprofessionals, teachers, peer mentors and non-profit partners will provide expanded tutoring time.	\$2,406,930.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 2	Partnership Goal: Ensure a safe and supportive school environment and increase engagement with families and students by partnering with families and community-based organizations to guarantee students are prepared to successfully transition to post-secondary, career, and life.

An explanation of why the LEA has developed this goal.

SCOE students have experienced many challenges along their educational journey. Many students enrolled in the Court and Community Schools are expelled, or are former or current court school youth. Our focus groups showed the importance of engagement and exposure to post-secondary activities. To address this need, disengaged students will be welcomed back on campus. Staff show care and establish relationship connections, with a focus on engaging activities. Social emotional learning is embedded throughout all programs, through clinicians and counselors skilled in relationship-building and SEL interventions, enhanced professional development provided for staff, and student curriculum that supports deeper knowledge and proficiency in the five SEL competencies. Mentors, partner agencies, and content experts from the community are an additional supplement to the educational experience.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Attendance rate	All students: 79.6% (Source: Local SIS Midyear 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 2% per year
Chronic Absenteeism Rate	All students: 39.4% (Source: Local SIS 2019-20 midyear)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease by 2% per year

Metric #	Baseline	Year 1 Outcome	Outcome	Outcome	Desired Outcome for 2023-24
Graduation rate	California School 68.8% (Source: Dashboard DASS Rate 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year
High School Dropout rate	2.5% (Source: Local SIS 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease by 0.5% per year
Middle school dropout rate	<1% (Source: Local SIS 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Attempt to reach 0% and maintain at <1%
Successful Transition Rate	All students: 96.9%; Foster youth: 97.3% (Source: Local SIS 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All students: 100%; Foster youth 100%
Suspension rate	7.2% (Source: CDE DataQuest 2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease by 1.5% per year
Expulsion rate	0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0%

Metric #	Baseline	Year 1 Outcome	Outcome	Outcome	Desired Outcome for 2023-24
Student Perception of Safety	78% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year
Student Perception of Connectedness and Engagement with Programs	76% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year
Staff perception of safety	94% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 2% per year
Staff perception of connectedness	90% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 2% per year
Parent perception of safety	71% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% per year

Metric #	Baseline	Year 1 Outcome	Outcome	Outcome	Desired Outcome for 2023-24
Parent perception of connectedness	65% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10% per year
Parent participation in, and satisfaction with, programs	70% (Source: 2021 Local School Climate Survey)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10% per year
Parent participation in decision-making	0 (this is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Expand participation in Site Councils and English Learner Advisory Committees by 10% per year.
Student access to, and enrollment in, a broad course of study	100% of students enroll in a broad course of study, with 100% of all 45 day high school students enrolling in a CTE and UC a-g course	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
% of students who engage in a civic activity	0 (This is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%
% of students who participate in programs provided by CBOs	0 (This is a new metric)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Mental Health Services	Mental health clinicians address urgent student needs including bullying, trauma, suicide prevention, and LGBTQ student services. School psychologists and staff will implement mental health support strategies to ensure students' social-emotional needs are met.	\$61,240.00	No
Action #2	Attendance Intervention	Principals, transition specialists and other staff monitor student attendance with daily check-in calls and across the porch or home visits (when approved by Sacramento County Public Health) to address barriers to attendance. Students are offered incentives, and monthly awards to increase attendance.	\$203,757.00	Yes
Action #3	School Safety	Principals will analyze and revise emergency plans and school safety plans annually, and review rehabilitation plans for expelled students and foster youth quarterly. Monitor suspension rates by student group quarterly to identify and address potential disproportionalities, with attention to students with disabilities and homeless youth whose suspension rates are higher than all students.	\$158,820.00	Yes
Action #4	Home-School Partnership	A dedicated Vice Principal for Family and Student Engagement will build relationships and increase two-way communication. Transition specialists and the EL Parent Liaison will communicate with families, providing information on the importance of attendance and sharing community resources on parenting skills, substance abuse, post secondary and career options. Translation services provided by Transcend Translations.	\$169,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Expanded Learning	Contract with non profit partnerships that enhance high-need student engagement through activities in out-of-school time, including weekends. Partner agencies include: Earth Mama Healing, Hawk Institute, 916 Ink, Green Tech Education, Square Root Academy, and Northern California Construction Training.	\$113,879.00	Yes
Action #6	Professional Development (Culture-Climate)	Professional development will be provided on diversity, equity and inclusion; trauma-informed practices; family and community engagement, social-emotional learning, and positive behavior intervention supports. Review curriculum to ensure relevancy to students' racial, gender, and cultural identity.	\$158,820.00	Yes
Action #7	Foster Youth Services	Instructional Case Managers work directly with students and facilitate a team approach to coordinate services for foster youth in the county who are in the child welfare system and at risk of involvement in the juvenile justice system. Case Managers complete a thorough intake process for all foster youth, using Foster Focus to accurately capture and transfer records.	\$211,961.00	Yes
Action #8	Student Engagement	Facilitate activities that promote student voice and civic engagement for all students from all campuses, with intentional effort to reach the disengaged. Refine and expand academic skill building, volunteering and community service opportunities.	\$63,000.00	Yes
Action #9	Mentors	Contract with Mentor California to develop a mentoring plan for secondary students that aligns current mentoring efforts with SCOE's non-profit partners.	\$70,000.00	No

Action # Title		Description	Total Funds	Contributing
Action #10	Student Wellness	Implement a community-based wellness program for initial and ongoing health and medical, vision, and dental care for all students. Continue Life Skills programming for all students that incorporates health, wellness and transition skills.	\$458,752.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0%	\$0.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

In 2021-22, Sacramento County Office of Education (SCOE) will receive over \$1.4 million in supplemental and concentration funds. California's most recent budget provides an unprecedented amount of funding to increase and improve services for the students that SCOE serves.

Students enrolled at SCOE's court and community schools enroll after facing many obstacles to success: expulsion, limited resources, adverse childhood experiences, mental health disparities, and high mobility as examples. Our students have every ability to be successful, but need a lot of help with prioritizing decisions, identifying gaps in their academic history, building their missing skills and creating a vision for their future. Over the past two years, we observed that the COVID-19 pandemic revealed even greater needs. Through focus groups and surveys, we learned that there was a significant need to foster engagement, connection, and hope for our students, who have not been successful in the traditional public school system. The isolation students and families experienced during the pandemic also exacerbated gaps in social-emotional wellness and the development of positive relationships.

Goal 1

In developing the goal for Student Success, we identified a need for SCOE's unduplicated students to improve their academic outcomes and to become more aware of post-secondary options for education or employment. The 2019 California School Dashboard (reported flat performance in English Language Arts, and a slight decline in Math, with all three statistically significant student groups (LI, EL and HI) receiving a red performance level in both indicators. However, over the last two years, SCOE's formative academic assessments have demonstrated growth in proficiency. While the graduation rate has risen, it remains below the state average at 68.8%, with foster youth and English learners graduating at 65%. The Dashboard College/Career Indicator reports that 8.1% of students graduate prepared or approaching prepared.

A significant increase in service to students within the Youth Detention Facility is the establishment of a 21st Century Learning Center - formerly the library. A new, credentialed staff librarian will provide virtual career experiences, with a learning lab concept to offer hands-on, high quality, high interest activities. In 2020-21, this action is not funded by LCFF, but it is a highly-anticipated addition to this program that SCOE believes will support successful transition rates and post-secondary outcomes for court school students.

Professional Development, Action 1.5

Teaching faculty in the court and community schools will continue to engage in professional learning sequences offered biweekly by SCOE's Curriculum and Instruction Department. Professional development is provided in all academic content areas, including English language development (SCOE has based this model on research included in *A Practical Reader in Universal Design for Learning*, Rose, David H., Ed., Meyer, Anne, Ed., Harvard Education Press. This action continues, based on the demonstrated effectiveness shown by student growth in the formative Renaissance Learning academic performance indicators.

Community Partnerships for Personalized Learning and Support, Action 1.11

Each newly enrolled court and community school student participates in a comprehensive transcript review and plan development process upon entry to ensure they are working towards graduation requirements and making plans for post secondary education and employment. Students are encouraged to complete a career assessment and identify long term goals. High needs students need more explicit connections to activities that bridge classroom instruction with meaning. SCOE has established partnerships with established community-based organizations to provide opportunities that will spark student interest in literacy; bolster academic skills in ELA, Math, and Science; and foster self-expression and creativity through visual and performing arts. The expectation is, with the provision of these activities that SCOE's graduation rate will continue to rise, as will students' credit completion and career exploration and career assessment rates. A decade of research by Karen Hawley Miles, President of Education Resource Strategies, emphasizes the organization of teachers and teams to maximize student learning, the development of community partnerships, and the establishment of personalized learning and support (2015).

Goal 2

The need to establish a school-going routine, support positive school climate and relationships is demonstrated by both quantitative and qualitative data. Six of seven student groups received a red performance level on the 2019 Dashboard for Chronic Absenteeism, and the pre-COVID local data for 2020 indicates 39.4% of students in all programs were chronically absent.

Suspension is identified on the 2019 Dashboard with an orange performance level, and seven of ten student groups received either a red or orange performance level. DataQuest reports a 7.2% suspension rate for 2019-20, with 40% of suspended students receiving multiple suspensions. Students with disabilities were suspended at the highest rate (12.3%), with homeless students next at 7.7%, foster youth 6.7% and socioeconomically disadvantaged students at 6.4%.

The School Climate Survey administered in spring 2021 highlighted the need to focus on improved student engagement, as just 76% of students reported feeling connected to school. Additionally, parent response to connectedness on the survey was lower: 65% of parents responded positively. The following planned actions and services are grounded in research, ensuring that SCOE's unduplicated students have access to personalized social/emotional supports that are reinforced through positive adult-student relationships.

Coordinated Services to Improve Attendance, Safety, and Student Engagement and Wellness, Actions 2.2, 2.3, 2.6, 2.8 and 2.10

In partnership with local nonprofits and local professionals, SCOE Court and Community School staff provide interventions before, during, and after school including drug counseling, anger management services, home visits, and a check-in system for students each morning. Two new mental health clinicians, funded with federal dollars, will help to provide these services. SCOE is also designing a process for a new community-based wellness program that will link students with ongoing health and medical, vision, and dental care for all students.

These coordinated services are designed to meet the needs of our unduplicated students through a routine system of support that intervenes early and consistently to address challenges with drug abuse, trauma, or anger that our students may have experienced in their youth or may encounter through social interactions or current living conditions. Because youth frequently have multiple, overlapping risk factors, interventions often require the coordination of more than one agency or institution. Failure to coordinate care can lead to some youth falling through the cracks or not receiving all the support they need. These services have been effective in supporting foster youth in maintaining a high successful transition rate.

To ensure that staff have training related to addressing students' needs, professional development will be provided on diversity, equity and inclusion; trauma-informed practices; family and community engagement, social-emotional learning, and positive behavior intervention support. Leadership coordinates training for all staff regarding progressive discipline, trauma informed teaching practices, and proactive approaches to student needs in order to reduce suspensions.

SCOE will continue to provide coordinated services and professional development, with an increased level of support provided by mental health clinicians, to decrease the incidence of suspensions and chronic absenteeism, and improve student connectedness. (Synthesis of Research and Resources to Support At-Risk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services)

Community partners will facilitate activities that promote student voice and civic engagement for all students from all campuses, with intentional effort to reach the disengaged. These partners will refine and expand academic skill building, volunteering and community service opportunities. These interventions address the needs of our unduplicated students who have been disenfranchised from traditional educational programs and disinterested in academics by helping them feel more engaged in school and improving their overall attendance.

To help increase overall attendance, SCOE also ensures all students have bus passes to reduce transportation barriers. This support addresses the circumstances of our low income families who may have unreliable personal transportation and are challenged with transporting their children to our community schools, which in some cases are miles from their homes. We are building our program around research that demonstrates effective strategies and reflects the needs of at-risk youth, utilizing interventions that target not only individual youth but also their families and the communities in which they live, and their cultural diversity. (Synthesis of Research and Resources to Support AtRisk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services

SCOE will seek to increase home-school partnership with the addition of a dedicated administrator in service of Family and Community Engagement. Parent responses on the School Climate survey indicated that 65% of respondents felt connected to their student's school. Parent attendance at School Site Council and English Learner Advisory Committee meetings is not consistent (even before the COVID-19 pandemic and we recognize that parent voice is mandatory in decision-making. The new administrator will provide increased communication, build relationships, and support increased decision-making opportunities for parents and guardians of SCOE students. We believe that this action will be effective in improving parent satisfaction with programs, attendance at school events and participation in school committees.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Professional development learning sequences, aligned with the Universal Design for Learning principles and guidelines, are intentionally designed to be driven by student data and targeted to support high-needs students. Teaching faculty will learn and practice strategies that are effective with students from socioeconomically disadvantaged households, foster youth, and English learners.

Community partners and mentors will work with unduplicated students to provide opportunities that will spark student interest in literacy, bolster academic skills in ELA, Math, and Science, and foster self-expression and creativity through visual and performing arts. Meaningful, regular interaction with community partners with expertise in student engagement will be an effective strategy to build connection to post-secondary goals for unduplicated students, especially those who have been expelled and need high-interest activities to solidify goal setting and engagement.

To ensure the most effective interventions for student wellness are provided, court and community school (CCS) administration takes an active role in coordinating with support providers and community partners. Three site principals and the CCS Director allocate a portion of their time to regularly meet with partners to discuss the effectiveness of the programs they have on our sites and any changes needed to improve services for high-need students. They meet to discuss the needs of individual students who are transitioning from our court school to our community school programs. CCS partners with SCOE research staff to provide analysis and reporting including information about students referred to SCOE from their home districts.

Principals, transition specialists and other staff monitor student attendance with daily check-in calls and across the porch or home visits to address barriers to attendance. Students identified as chronically absent are supported with the tiered reengagement strategies established in 2020-21. Students without financial resources may be offered incentives, support securing bus passes, and monthly awards for positive attendance. Any student with an attendance below 80% is supported by staff via a home visit that seeks to provide solutions to the barriers reducing consistent, daily attendance.

SCOE partners with the following nonprofits to provide during and after school interventions: HAWK Institute, 916 Ink, Green Tech, Earth Mama Healing, Scholastic Journalism Project, The Square Root Academy, and Northern California Construction Training. CCS also contracts externally with Mentor California and internally with SCOE's Prevention and Student Services Department to provide mentoring services to our students. These interventions provide our students with opportunities to engage in activities that are interesting to them and at the same time broaden their life experiences, such as field trips to colleges, working as a student reporter for local news publications, and participation in mentoring groups.

A new position, the Vice Principal for Family and Student Engagement, will build relationships and increase two-way communication between home and school. Transition specialists and the EL Parent Liaison communicate frequently with families, providing information on the importance of attendance and sharing community resources on parenting skills, substance abuse, post secondary and career options.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implement-ation of the Student Success Plan	All students	\$2,664,310	\$0.00	\$0.00	\$518,536.00	\$3,182,846.00

1	10	Data to Inform Instruction	All students	\$0.00	\$0.00	\$0.00	\$1,517.00	\$1,517.00
1	11	Community Partnerships		\$415,953.00	\$0.00	\$0.00	\$206,516.00	\$622,469.00
1	12	Support Staff	All students	\$1,989,663.00	\$0.00	\$0.00	\$417,267.00	\$2,406,930.00
1	2	Career and Post-secondary Exploration	All students	\$321,166.00	\$0.00	\$0.00	\$56,692.00	\$377,858.00
1	3	Early College Programming	9th - 12th grade students	\$0.00	\$0.00	\$0.00	\$75,000.00	\$75,000.00
1	4	21st Century Learning Center		\$0.00	\$0.00	\$0.00	\$82,071.00	\$82,071.00
1	5	Professional Development (Academic)	All	\$75,192.00	\$0.00	\$0.00	\$17,000.00	\$92,192.00
1	6	Virtual Learning	All students	\$46,263.00	\$0.00	\$0.00	\$3,034.00	\$49,297.00
1	7	Technology Refresh Plan	All students	\$0.00	\$0.00	\$0.00	\$100,000.00	\$100,000.00
1	8	Summer School	All students	\$0.00	\$0.00	\$0.00	\$75,000.00	\$75,000.00
1	9	Credit Completion	All students	\$181,891.00	\$0.00	\$0.00	\$30,070.00	\$211,961.00

2	1	Mental Health Services	Low income, Foster Youth, English learners, Students with Disabilities	\$0.00	\$0.00	\$0.00	\$61,240.00	\$61,240.00
2	10	Student Wellness		\$181,891.00	\$0.00	\$0.00	\$276,861.00	\$458,752.00
2	2	Attendance Intervention		\$123,074.00	\$0.00	\$0.00	\$80,683.00	\$203,757.00
2	3	School Safety		\$153,558.00	\$0.00	\$0.00	\$5,262.00	\$158,820.00
2	4	Home-School Partnership		\$7,030.00	\$0.00	\$0.00	\$162,588.00	\$169,618.00
2	5	Expanded Learning		\$113,879.00	\$0.00	\$0.00	\$0.00	\$113,879.00
2	6	Professional Development (Culture-Climate)		\$153,558.00	\$0.00	\$0.00	\$5,262.00	\$158,820.00
2	7	Foster Youth Services		\$181,891.00	\$0.00	\$0.00	\$30,070.00	\$211,961.00
2	8	Student Engagement		\$10,500.00	\$0.00	\$0.00	\$52,500.00	\$63,000.00
2	9	Mentors	Identified at risk (disengaged, low credits, chronically absent, Foster youth, homeless)	\$0.00	\$0.00	\$0.00	\$70,000.00	\$70,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,619,819.00	\$0.00	\$0.00	\$2,327,169.00	\$8,946,988.00

Total Personnel	Total Non-Personnel
\$177,884,146.00	\$18,949,590.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	21st Century Learning Center	Schoolwide	Low Income, English Learner, Foster Youth	El Centro	\$0.00	\$82,071.00
1	5	Professional Development (Academic)	LEA-wide	Low Income, English Learners	All	\$75,192.00	\$92,192.00
1	11	Community Partnerships	LEA-wide	Low income, Foster youth, English learners	All	\$415,953.00	\$622,469.00
2	2	Attendance Intervention	LEA-wide	Low Income, Foster youth, English learners	All	\$123,074.00	\$203,757.00
2	3	School Safety	LEA-wide	Low income, Foster youth	All	\$153,558.00	\$158,820.00

2	4	Home-School Partnership	LEA-wide	Low income, Foster youth, English learners	All	\$7,030.00	\$169,618.00
2	5	Expanded Learning	LEA-wide	Low income, Foster youth, English learners	All	\$113,879.00	\$113,879.00
2	6	Professional Development (Culture-Climate)	LEA-wide	Low income, Foster youth, English learners	All	\$153,558.00	\$158,820.00
2	7	Foster Youth Services	Limited	Foster youth	All	\$181,891.00	\$211,961.00
2	8	Student Engagement	LEA-wide	Low income, Foster youth, English learners	All	\$10,500.00	\$63,000.00
2	10	Student Wellness	LEA-wide	Low income, Foster youth	All	\$181,891.00	\$458,752.00

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,416,526.00	\$2,335,339.00
LEA-wide Total:	\$1,234,635.00	\$2,041,307.00
Limited Total:	\$181,891.00	\$211,961.00
Schoolwide Total:	\$0.00	\$82,071.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2020-2021 Budget Revision No. 3	Agenda Item No.: VIII.E.
	Enclosures: 39
Reason: Approval of Revision to Income and Expenditure Estimates	From: David W. Gordon
	Prepared By: Nicolas Schweizer
	Board Meeting Date: 06/22/21

BACKGROUND:

Approval is requested for revisions to the 2020-2021 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 2021-2022.

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, Program Budgets, and Special Funds.

099 SACRAMENTO COE
Budget Revision 3

Budget Revision Summary
02/01/2021 - 04/30/2021

Fund :01 GENERAL FUND

	Approved Budget	Increase (Decrease)	Revised Budget
<hr/>			
REVENUES			
8010-8099 LCFF Sources	31,439,196.00	279,620.00	31,718,816.00
8100-8299 Federal Revenue	13,989,143.00	839,234.00	14,828,377.00
8300-8599 Other State Revenues	23,551,226.00	247,058.00-	23,304,168.00
8600-8799 Other Local Revenues	38,414,893.00	5,882,335.00	44,297,228.00
TOTAL REVENUES	107,394,458.00	6,754,131.00	114,148,589.00
EXPENDITURES			
1000-1999 Certificated Salaries	22,402,112.00	159,308.00-	22,242,804.00
2000-2999 Classified Salaries	28,996,245.00	312,638.00-	28,683,607.00
3000-3999 Employee Benefits	21,619,262.00	177,832.00-	21,441,430.00
4000-4999 Books & Supplies	2,875,182.00	29,439.00	2,904,621.00
5000-5999 Svcs-Other Oper. Exp.	20,369,446.00	6,426,912.00	26,796,358.00
6000-6599 Capital Outlay	3,893,296.00	204,205.00-	3,689,091.00
7100-7200 Other Outgoing	710,194.00	215,495.00	925,689.00
7431-7439 Debt Service	0.00		0.00
5700-5799 Interprogram Services	367,351.00-	56,614.00-	423,965.00-
7300-7399 Direct Supp./Indir.Costs	727,726.00-	29,315.00-	757,041.00-
TOTAL EXPENDITURES	99,770,660.00	5,731,934.00	105,502,594.00
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	7,623,798.00	1,022,197.00	8,645,995.00
OTHER FINANCING SOURCES/USES			
Interfund Transfers			
8910-8929 Transfers In	0.00		0.00
7610-7629 Transfers Out	5,806,337.00-	20,641.00-	5,826,978.00-
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	5,806,337.00-	20,641.00-	5,826,978.00-
NET INCREASE (DECREASE) IN FUND BALANCE	1,817,461.00	1,001,556.00	2,819,017.00
FUND BALANCE, RESERVES			
1) Beginning Balance			
a) 9791 as of July 1 -Unaudited	90,198,833.26		90,198,833.26
b) 9792-9793 Audit Adjustments	0.00		0.00
c) As of July 1 -Audited (a+b)	90,198,833.26		90,198,833.26
d) Adjustment for Restatements	0.00		0.00
e) Net Beginning Balance	90,198,833.26		90,198,833.26
2) Ending Balance, June 30	92,016,294.26	1,001,556.00	93,017,850.26

Fund	:01	GENERAL FUND	LinkCode:001	GENERAL SUPPORT
		Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES	32,658,967.00	90,649.00	32,749,616.00
B.	TOTAL EXPENDITURES	10,460,875.00	154,109.00	10,614,984.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	22,198,092.00	63,460.00-	22,134,632.00
D.	TOTAL OTHER FINANCING SOURCES/USES	24,954,076.00-	593,983.00-	25,548,059.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE	2,755,984.00-	657,443.00-	3,413,427.00-
F.	1) Beginning Balance	46,739,586.27		46,739,586.27
	2) Ending Balance, June 30	43,983,602.27	657,443.00-	43,326,159.27

Fund	:01	GENERAL FUND	LinkCode:004	COORDINATION
		Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	1,476,696.00	55,807.00-	1,420,889.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,476,696.00-	55,807.00	1,420,889.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	1,860,142.00	20,641.00-	1,839,501.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	383,446.00	35,166.00	418,612.00
F.	1) Beginning Balance	1,627,526.63		1,627,526.63
	2) Ending Balance, June 30	2,010,972.63	35,166.00	2,046,138.63

Fund	:01	GENERAL FUND	LinkCode:008	ADULT RE-ENTRY PROGRAMS
		Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES	4,702,712.00	20,588.00	4,723,300.00
B.	TOTAL EXPENDITURES	4,675,139.00	26,495.00	4,701,634.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	27,573.00	5,907.00-	21,666.00
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	27,573.00	5,907.00-	21,666.00
F.	1) Beginning Balance	663,601.57		663,601.57
	2) Ending Balance, June 30	691,174.57	5,907.00-	685,267.57

099 SACRAMENTO COE
FY 20-21, Budget Revision #3

Budget Revision Summary
02/01/2021 - 04/30/2021

Fund	:01	GENERAL FUND	LinkCode:009	CAREER TECHNICAL EDUCATION	
			Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES		1,167,017.00		1,167,017.00
B.	TOTAL EXPENDITURES		2,453,757.00	36,611.00-	2,417,146.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		1,286,740.00-	36,611.00	1,250,129.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		2,444,845.00		2,444,845.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		1,158,105.00	36,611.00	1,194,716.00
F.	1) Beginning Balance		3,790,781.35		3,790,781.35
	2) Ending Balance, June 30		4,948,886.35	36,611.00	4,985,497.35

Fund	:01	GENERAL FUND	LinkCode:011	JUVENILE COURT SCHOOLS	
			Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES		1,000.00	1,000.00-	0.00
B.	TOTAL EXPENDITURES		1,512,767.00	18,115.00	1,530,882.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		1,511,767.00-	19,115.00-	1,530,882.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		1,533,245.00	41.00-	1,533,204.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		21,478.00	19,156.00-	2,322.00
F.	1) Beginning Balance		442,749.02		442,749.02
	2) Ending Balance, June 30		464,227.02	19,156.00-	445,071.02

Fund	:01	GENERAL FUND	LinkCode:012	COMMUNITY SCHOOLS	
			Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES		3,185,997.00		3,185,997.00
B.	TOTAL EXPENDITURES		2,864,250.00	19,250.00	2,883,500.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		321,747.00	19,250.00-	302,497.00
D.	TOTAL OTHER FINANCING SOURCES/USES		524,715.00	25,865.00	550,580.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		846,462.00	6,615.00	853,077.00
F.	1) Beginning Balance		1,810,843.27		1,810,843.27
	2) Ending Balance, June 30		2,657,305.27	6,615.00	2,663,920.27

Fund :01 GENERAL FUND		LinkCode:013 SLY PARK	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	92,185.00	86,408.00	178,593.00
B. TOTAL EXPENDITURES	616,891.00	41,134.00	658,025.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	524,706.00-	45,274.00	479,432.00-
D. TOTAL OTHER FINANCING SOURCES/USES	445,611.00	33,821.00	479,432.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	79,095.00-	79,095.00	0.00
F. 1) Beginning Balance	444,646.20		444,646.20
2) Ending Balance, June 30	365,551.20	79,095.00	444,646.20

Fund :01 GENERAL FUND		LinkCode:014 CA APPRENTICESHIP INITIATIVE	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	143,451.00	944.00-	142,507.00
B. TOTAL EXPENDITURES	143,451.00	944.00-	142,507.00
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:016 SPECIAL EDUCATION DEPT	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	17,875,954.00	137,137.00	18,013,091.00
B. TOTAL EXPENDITURES	17,876,919.00	377,197.00-	17,499,722.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	965.00-	514,334.00	513,369.00
D. TOTAL OTHER FINANCING SOURCES/USES	1,127,813.00	25,824.00-	1,101,989.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	1,126,848.00	488,510.00	1,615,358.00
F. 1) Beginning Balance	4,091,834.64		4,091,834.64
2) Ending Balance, June 30	5,218,682.64	488,510.00	5,707,192.64

099 SACRAMENTO COE
FY 20-21, Budget Revision #3

Budget Revision Summary
02/01/2021 - 04/30/2021

Fund :01 GENERAL FUND		LinkCode:018 SPEC EDUC MEDI-CAL	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	80,000.00		80,000.00
B. TOTAL EXPENDITURES	46,043.00	27,641.00-	18,402.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	33,957.00	27,641.00	61,598.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	33,957.00	27,641.00	61,598.00
F. 1) Beginning Balance	54,419.26		54,419.26
2) Ending Balance, June 30	88,376.26	27,641.00	116,017.26

Fund :01 GENERAL FUND		LinkCode:019 SPECIAL EDUC MAA	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	73,372.00	76,349.00	149,721.00
B. TOTAL EXPENDITURES	8,360.00	7,483.00	15,843.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	65,012.00	68,866.00	133,878.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	65,012.00	68,866.00	133,878.00
F. 1) Beginning Balance	1,181,052.89		1,181,052.89
2) Ending Balance, June 30	1,246,064.89	68,866.00	1,314,930.89

Fund :01 GENERAL FUND		LinkCode:020 COMMUNITY SCHOOLS CARE	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	1,667,415.00		1,667,415.00
B. TOTAL EXPENDITURES	1,394,153.00	1,226.00-	1,392,927.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	273,262.00	1,226.00	274,488.00
D. TOTAL OTHER FINANCING SOURCES/USES	275,383.00-		275,383.00-
E. NET INCREASE (DECREASE) IN FUND BALANCE	2,121.00-	1,226.00	895.00-
F. 1) Beginning Balance	600,538.70		600,538.70
2) Ending Balance, June 30	598,417.70	1,226.00	599,643.70

Fund :01 GENERAL FUND		LinkCode:021 INFANT DEVELOPMNT MEDI-CAL	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	30,000.00		30,000.00
B. TOTAL EXPENDITURES	5,445.00	2,216.00-	3,229.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	24,555.00	2,216.00	26,771.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	24,555.00	2,216.00	26,771.00
F. 1) Beginning Balance	27,573.17		27,573.17
2) Ending Balance, June 30	52,128.17	2,216.00	54,344.17

Fund :01 GENERAL FUND		LinkCode:023 INFANT DEV PROG MAA	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	17,462.00	18,598.00	36,060.00
B. TOTAL EXPENDITURES	1,712.00	1,822.00	3,534.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	15,750.00	16,776.00	32,526.00
D. TOTAL OTHER FINANCING SOURCES/USES	192,414.00-	27,753.00	164,661.00-
E. NET INCREASE (DECREASE) IN FUND BALANCE	176,664.00-	44,529.00	132,135.00-
F. 1) Beginning Balance	261,699.76		261,699.76
2) Ending Balance, June 30	85,035.76	44,529.00	129,564.76

Fund :01 GENERAL FUND		LinkCode:029 STRONG WORKFORCE PARTNERSHIP	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	1,070,766.00	19,907.00	1,090,673.00
B. TOTAL EXPENDITURES	1,070,766.00	19,907.00	1,090,673.00
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

099 SACRAMENTO COE
FY 20-21, Budget Revision #3

Budget Revision Summary
02/01/2021 - 04/30/2021

Fund :01 GENERAL FUND		LinkCode:032	LOTTERY EDUCATION ACCOUNT
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	212,379.00		212,379.00
B. TOTAL EXPENDITURES	46,170.00		46,170.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	166,209.00		166,209.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	166,209.00		166,209.00
F. 1) Beginning Balance	2,929,688.15		2,929,688.15
2) Ending Balance, June 30	3,095,897.15		3,095,897.15

Fund :01 GENERAL FUND		LinkCode:035	SPECIAL ED LOCAL PLAN AREA
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	821,045.00	10,208.00	831,253.00
B. TOTAL EXPENDITURES	685,695.00	9,338.00	695,033.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	135,350.00	870.00	136,220.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	135,350.00	870.00	136,220.00
F. 1) Beginning Balance	1,113,224.04		1,113,224.04
2) Ending Balance, June 30	1,248,574.04	870.00	1,249,444.04

Fund :01 GENERAL FUND		LinkCode:036	SELPA GROWTH
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	504,233.00	11,284.00	515,517.00
B. TOTAL EXPENDITURES	497,500.00		497,500.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	6,733.00	11,284.00	18,017.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	6,733.00	11,284.00	18,017.00
F. 1) Beginning Balance	2,726,359.30		2,726,359.30
2) Ending Balance, June 30	2,733,092.30	11,284.00	2,744,376.30

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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		15,000.00		15,000.00
B.	TOTAL EXPENDITURES		81,236.00		81,236.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		66,236.00-		66,236.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		66,417.00		66,417.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		181.00		181.00
F.	1) Beginning Balance		26.57		26.57
	2) Ending Balance, June 30		207.57		207.57

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

A.	TOTAL REVENUES		0.00	1,000.00	1,000.00
B.	TOTAL EXPENDITURES		0.00		0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		0.00	1,000.00	1,000.00
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		0.00	1,000.00	1,000.00
F.	1) Beginning Balance		2,254.05		2,254.05
	2) Ending Balance, June 30		2,254.05	1,000.00	3,254.05

Fund :01 GENERAL FUND		LinkCode:070 INFORMATION SERVICES	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	745,333.00	10,356.00	755,689.00
B. TOTAL EXPENDITURES	822,371.00	14,660.00-	807,711.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	77,038.00-	25,016.00	52,022.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	77,038.00-	25,016.00	52,022.00-
F. 1) Beginning Balance	520,013.77		520,013.77
2) Ending Balance, June 30	442,975.77	25,016.00	467,991.77

Fund :01 GENERAL FUND		LinkCode:077 COMP NETWK/TELECOM SUPPORT	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	127,422.00	114,977.00	242,399.00
B. TOTAL EXPENDITURES	2,161,495.00	126,630.00-	2,034,865.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	2,034,073.00-	241,607.00	1,792,466.00-
D. TOTAL OTHER FINANCING SOURCES/USES	1,922,983.00	18,763.00-	1,904,220.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	111,090.00-	222,844.00	111,754.00
F. 1) Beginning Balance	594,999.88		594,999.88
2) Ending Balance, June 30	483,909.88	222,844.00	706,753.88

Fund :01 GENERAL FUND		LinkCode:084 CLAIMS ADMIN - UI	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	78,832.00		78,832.00
B. TOTAL EXPENDITURES	65,540.00	44,064.00	109,604.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	13,292.00	44,064.00-	30,772.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	13,292.00	44,064.00-	30,772.00-
F. 1) Beginning Balance	71,388.53		71,388.53
2) Ending Balance, June 30	84,680.53	44,064.00-	40,616.53

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	1,287,075.00	32,818.00-	1,254,257.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,287,075.00-	32,818.00	1,254,257.00-
D. TOTAL OTHER FINANCING SOURCES/USES	2,297,254.00	133,333.00	2,430,587.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	1,010,179.00	166,151.00	1,176,330.00
F. 1) Beginning Balance	3,491,353.15		3,491,353.15
2) Ending Balance, June 30	4,501,532.15	166,151.00	4,667,683.15

Fund :01 GENERAL FUND		LinkCode:089 AVID - LOCAL INCOME	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	454,721.00	34,800.00-	419,921.00
B. TOTAL EXPENDITURES	438,973.00	4,848.00-	434,125.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	15,748.00	29,952.00-	14,204.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	15,748.00	29,952.00-	14,204.00-
F. 1) Beginning Balance	250,299.82		250,299.82
2) Ending Balance, June 30	266,047.82	29,952.00-	236,095.82

Fund :01 GENERAL FUND		LinkCode:091 TRANSITION PARTNRSHIP PROGRAM	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	64,034.00		64,034.00
B. TOTAL EXPENDITURES	64,034.00		64,034.00
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

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

A.	TOTAL REVENUES		404,087.00		404,087.00
B.	TOTAL EXPENDITURES		404,087.00		404,087.00
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		2,461,910.00	7,953.00-	2,453,957.00
B.	TOTAL EXPENDITURES		2,461,910.00	7,953.00-	2,453,957.00
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		10,563.00	12,793.00	23,356.00
B.	TOTAL EXPENDITURES		10,563.00	12,793.00	23,356.00
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

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

A.	TOTAL REVENUES		707,431.00	1,000.00	708,431.00
B.	TOTAL EXPENDITURES		899,845.00	26,753.00-	873,092.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		192,414.00-	27,753.00	164,661.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		192,414.00	27,753.00-	164,661.00
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		246,452.00	1,006.00	247,458.00
B.	TOTAL EXPENDITURES		246,452.00	1,006.00	247,458.00
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		8,599.67		8,599.67
	2) Ending Balance, June 30		8,599.67		8,599.67

Fund	:01	GENERAL FUND	LinkCode:110	TITLE IA NEGLECTED FOSTER YTH	
			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		0.00		0.00
	2) Ending Balance, June 30		0.00		0.00

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Fund	:01	GENERAL FUND	LinkCode:112	CLASS EMPL SUMMER ASSIST PROGR	
			Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES		15,367.00		15,367.00
B.	TOTAL EXPENDITURES		15,367.00		15,367.00
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		12,500.00		12,500.00
B.	TOTAL EXPENDITURES		12,500.00		12,500.00
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:117	CURRICULUM DVLPMNT PROJECTS	
			Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES		909,167.00	425,278.00	1,334,445.00
B.	TOTAL EXPENDITURES		909,167.00	425,278.00	1,334,445.00
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	408,687.00		408,687.00
B. TOTAL EXPENDITURES	408,687.00		408,687.00
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	810,066.00	57,927.00-	752,139.00
B. TOTAL EXPENDITURES	830,049.00	29,068.00	859,117.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	19,983.00-	86,995.00-	106,978.00-
D. TOTAL OTHER FINANCING SOURCES/USES	60,000.00		60,000.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	40,017.00	86,995.00-	46,978.00-
F. 1) Beginning Balance	117,223.22		117,223.22
2) Ending Balance, June 30	157,240.22	86,995.00-	70,245.22

Fund :01 GENERAL FUND		LinkCode:121 TITLE II,TCHR QLTY PRIV SCHL	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	851,724.00	375,400.00	1,227,124.00
B. TOTAL EXPENDITURES	942,101.00	375,400.00	1,317,501.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	90,377.00-		90,377.00-
D. TOTAL OTHER FINANCING SOURCES/USES	90,377.00		90,377.00
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

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

A.	TOTAL REVENUES		112,935.00	980.00-	111,955.00
B.	TOTAL EXPENDITURES		112,935.00	980.00-	111,955.00
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		24,960.00	11,000.00	35,960.00
B.	TOTAL EXPENDITURES		17,863.00-	14,169.00	3,694.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		42,823.00	3,169.00-	39,654.00
D.	TOTAL OTHER FINANCING SOURCES/USES		3,167.00		3,167.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		45,990.00	3,169.00-	42,821.00
F.	1) Beginning Balance		21,877.78		21,877.78
	2) Ending Balance, June 30		67,867.78	3,169.00-	64,698.78

Fund	:01	GENERAL FUND	LinkCode:128	FOSTER YOUTH SRVCS-LOCAL	
			Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES		171,700.00		171,700.00
B.	TOTAL EXPENDITURES		150,776.00	99,589.00-	51,187.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		20,924.00	99,589.00	120,513.00
D.	TOTAL OTHER FINANCING SOURCES/USES		413.00-	413.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		20,511.00	100,002.00	120,513.00
F.	1) Beginning Balance		680,412.03		680,412.03
	2) Ending Balance, June 30		700,923.03	100,002.00	800,925.03

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Fund	:01	GENERAL FUND	LinkCode:135	SELPA - LOW INCIDENCE	
			Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	53,611.00	72,592.00	126,203.00	
B.	TOTAL EXPENDITURES	53,119.00	214,000.00	267,119.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	492.00	141,408.00-	140,916.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	492.00	141,408.00-	140,916.00-	
F.	1) Beginning Balance	409,124.06		409,124.06	
	2) Ending Balance, June 30	409,616.06	141,408.00-	268,208.06	

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

A.	TOTAL REVENUES	142,680.00		142,680.00	
B.	TOTAL EXPENDITURES	208,892.00	83,179.00-	125,713.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	66,212.00-	83,179.00	16,967.00	
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	66,212.00-	83,179.00	16,967.00	
F.	1) Beginning Balance	72,519.89		72,519.89	
	2) Ending Balance, June 30	6,307.89	83,179.00	89,486.89	

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

A.	TOTAL REVENUES	811,135.00	100,000.00	911,135.00	
B.	TOTAL EXPENDITURES	1,515,005.00	108,963.00-	1,406,042.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	703,870.00-	208,963.00	494,907.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	72,928.00		72,928.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	630,942.00-	208,963.00	421,979.00-	
F.	1) Beginning Balance	7,095,177.47		7,095,177.47	
	2) Ending Balance, June 30	6,464,235.47	208,963.00	6,673,198.47	

Fund :01 GENERAL FUND		LinkCode:154 DEFERRED MAINTENANCE	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	0.00		0.00
B. TOTAL EXPENDITURES	3,181,459.00	96,190.00	3,277,649.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	3,181,459.00-	96,190.00-	3,277,649.00-
D. TOTAL OTHER FINANCING SOURCES/USES	2,481,684.00	96,190.00	2,577,874.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	699,775.00-		699,775.00-
F. 1) Beginning Balance	699,776.54		699,776.54
2) Ending Balance, June 30	1.54		1.54

Fund :01 GENERAL FUND		LinkCode:155 H&W POOL	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	572,400.00		572,400.00
B. TOTAL EXPENDITURES	697,060.00		697,060.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	124,660.00-		124,660.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	124,660.00-		124,660.00-
F. 1) Beginning Balance	2,353,455.06		2,353,455.06
2) Ending Balance, June 30	2,228,795.06		2,228,795.06

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	861,079.00	34,700.00	895,779.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	861,079.00-	34,700.00-	895,779.00-
D. TOTAL OTHER FINANCING SOURCES/USES	861,079.00	34,700.00	895,779.00
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

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

A.	TOTAL REVENUES		646,202.00	128,448.00-	517,754.00
B.	TOTAL EXPENDITURES		659,202.00	128,448.00-	530,754.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		13,000.00-		13,000.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		13,000.00-		13,000.00-
F.	1) Beginning Balance		94,300.78		94,300.78
	2) Ending Balance, June 30		81,300.78		81,300.78

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

A.	TOTAL REVENUES		383,581.00		383,581.00
B.	TOTAL EXPENDITURES		383,581.00	4,211.00	387,792.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		0.00	4,211.00-	4,211.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00	4,211.00	4,211.00
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		3,245,972.00		3,245,972.00
B.	TOTAL EXPENDITURES		3,785,427.00	8,147.00-	3,777,280.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		539,455.00-	8,147.00	531,308.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		662,349.00		662,349.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		122,894.00	8,147.00	131,041.00
F.	1) Beginning Balance		1,126,493.49		1,126,493.49
	2) Ending Balance, June 30		1,249,387.49	8,147.00	1,257,534.49

Fund :01 GENERAL FUND		LinkCode:169 ALTA REGIONAL CENTER	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	270,000.00	70,000.00-	200,000.00
B. TOTAL EXPENDITURES	336,467.00	354.00	336,821.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	66,467.00-	70,354.00-	136,821.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	66,467.00-	70,354.00-	136,821.00-
F. 1) Beginning Balance	262,675.51		262,675.51
2) Ending Balance, June 30	196,208.51	70,354.00-	125,854.51

Fund :01 GENERAL FUND		LinkCode:174 SCOE ARTS PROGRAM	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	56,548.00	7,355.00	63,903.00
B. TOTAL EXPENDITURES	30,026.00	5,951.00	35,977.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	26,522.00	1,404.00	27,926.00
D. TOTAL OTHER FINANCING SOURCES/USES	20,000.00		20,000.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	46,522.00	1,404.00	47,926.00
F. 1) Beginning Balance	11,046.13		11,046.13
2) Ending Balance, June 30	57,568.13	1,404.00	58,972.13

Fund :01 GENERAL FUND		LinkCode:176 FNL/CL - LOCAL INCOME	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	91,705.00		91,705.00
B. TOTAL EXPENDITURES	77,478.00	22,710.00-	54,768.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	14,227.00	22,710.00	36,937.00
D. TOTAL OTHER FINANCING SOURCES/USES	561.00-	3,824.00-	4,385.00-
E. NET INCREASE (DECREASE) IN FUND BALANCE	13,666.00	18,886.00	32,552.00
F. 1) Beginning Balance	71,011.25		71,011.25
2) Ending Balance, June 30	84,677.25	18,886.00	103,563.25

Fund :01 GENERAL FUND		LinkCode:179 ENGLISH LANGUAGE PROF DEV	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	67,700.00	3,385.00	71,085.00
B. TOTAL EXPENDITURES	152,190.00	6,255.00-	145,935.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	84,490.00-	9,640.00	74,850.00-
D. TOTAL OTHER FINANCING SOURCES/USES	3,348.00		3,348.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	81,142.00-	9,640.00	71,502.00-
F. 1) Beginning Balance	229,924.71		229,924.71
2) Ending Balance, June 30	148,782.71	9,640.00	158,422.71

Fund :01 GENERAL FUND		LinkCode:184 SCHOOL OF EDUC LEADERSHIP	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	2,423,957.00	10,400.00-	2,413,557.00
B. TOTAL EXPENDITURES	2,496,373.00	30,448.00-	2,465,925.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	72,416.00-	20,048.00	52,368.00-
D. TOTAL OTHER FINANCING SOURCES/USES	10,000.00-		10,000.00-
E. NET INCREASE (DECREASE) IN FUND BALANCE	82,416.00-	20,048.00	62,368.00-
F. 1) Beginning Balance	848,752.22		848,752.22
2) Ending Balance, June 30	766,336.22	20,048.00	786,384.22

Fund :01 GENERAL FUND		LinkCode:188 ACCOUNTABILITY & ASSESSMNT	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	180,961.00	32,038.00-	148,923.00
B. TOTAL EXPENDITURES	569,625.00	150,756.00-	418,869.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	388,664.00-	118,718.00	269,946.00-
D. TOTAL OTHER FINANCING SOURCES/USES	215,365.00		215,365.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	173,299.00-	118,718.00	54,581.00-
F. 1) Beginning Balance	447,363.54		447,363.54
2) Ending Balance, June 30	274,064.54	118,718.00	392,782.54

Fund :01 GENERAL FUND		LinkCode:200 CARES ACT	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	4,070,436.00	126,040.00	4,196,476.00
B. TOTAL EXPENDITURES	2,455,009.00	126,040.00	2,581,049.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,615,427.00		1,615,427.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	1,615,427.00		1,615,427.00
F. 1) Beginning Balance	1,615,427.35-		1,615,427.35-
2) Ending Balance, June 30	0.35-		0.35-

Fund :01 GENERAL FUND		LinkCode:204 PROJECT SAVE-LOCAL INCOME	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	0.00		0.00
B. TOTAL EXPENDITURES	926.00	926.00-	0.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	926.00-	926.00	0.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	926.00-	926.00	0.00
F. 1) Beginning Balance	4,374.88		4,374.88
2) Ending Balance, June 30	3,448.88	926.00	4,374.88

Fund :01 GENERAL FUND		LinkCode:205 COUNTY ALCOHOL & DRUG	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	771,253.00	3,125.00	774,378.00
B. TOTAL EXPENDITURES	771,253.00	3,125.00	774,378.00
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		185,983.00		185,983.00
B.	TOTAL EXPENDITURES		358,034.00	12,262.00-	345,772.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		172,051.00-	12,262.00	159,789.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		179,000.00		179,000.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		6,949.00	12,262.00	19,211.00
F.	1) Beginning Balance		20,334.16		20,334.16
	2) Ending Balance, June 30		27,283.16	12,262.00	39,545.16

Fund	:01	GENERAL FUND	LinkCode:208	EARLY LEARNING - LOCAL	
			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		2,349.00-		2,349.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE		2,349.00-		2,349.00-
F.	1) Beginning Balance		2,348.95		2,348.95
	2) Ending Balance, June 30		0.05-		0.05-

Fund	:01	GENERAL FUND	LinkCode:209	TEACHER OF THE YEAR	
			Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES		0.00		0.00
B.	TOTAL EXPENDITURES		4,046.00	4,046.00-	0.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		4,046.00-	4,046.00	0.00
D.	TOTAL OTHER FINANCING SOURCES/USES		6,000.00	6,000.00-	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		1,954.00	1,954.00-	0.00
F.	1) Beginning Balance		9,408.35		9,408.35
	2) Ending Balance, June 30		11,362.35	1,954.00-	9,408.35

Fund :01 GENERAL FUND		LinkCode:216	CONTENT LITERACY INQ CITZN PRO
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	1,441,568.00		1,441,568.00
B. TOTAL EXPENDITURES	1,441,568.00		1,441,568.00
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:218	CIVICS ENGAGEMENT PROJECTS
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	28,000.00	16,800.00	44,800.00
B. TOTAL EXPENDITURES	46,470.00	47,063.00-	593.00-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	18,470.00-	63,863.00	45,393.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	18,470.00-	63,863.00	45,393.00
F. 1) Beginning Balance	54,678.23		54,678.23
2) Ending Balance, June 30	36,208.23	63,863.00	100,071.23

Fund :01 GENERAL FUND		LinkCode:225	TOOLBOX GRANT
	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	1,132.04		1,132.04
2) Ending Balance, June 30	1,132.04		1,132.04

Fund :01 GENERAL FUND		LinkCode:230	CA OFFICE OF TRAFFIC SAFETY
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	166,837.00		166,837.00
B. TOTAL EXPENDITURES	167,348.00	389.00-	166,959.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	511.00-	389.00	122.00-
D. TOTAL OTHER FINANCING SOURCES/USES	511.00	389.00-	122.00
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	1,549.00		1,549.00
B. TOTAL EXPENDITURES	58,168.00-	9,223.00	48,945.00-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	59,717.00	9,223.00-	50,494.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	59,717.00	9,223.00-	50,494.00
F. 1) Beginning Balance	331,692.41		331,692.41
2) Ending Balance, June 30	391,409.41	9,223.00-	382,186.41

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

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Budget Revision Summary
02/01/2021 - 04/30/2021

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

A.	TOTAL REVENUES		878,245.00	490,245.00-	388,000.00
B.	TOTAL EXPENDITURES		878,245.00	99,884.00-	778,361.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		0.00	390,361.00-	390,361.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00	390,361.00	390,361.00
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		6,803.00	529.00	7,332.00
B.	TOTAL EXPENDITURES		6,803.00	529.00	7,332.00
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		255,222.00	5,997.00-	249,225.00
B.	TOTAL EXPENDITURES		363,816.00	27,547.00-	336,269.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		108,594.00-	21,550.00	87,044.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		108,594.00-	21,550.00	87,044.00-
F.	1) Beginning Balance		451,275.46		451,275.46
	2) Ending Balance, June 30		342,681.46	21,550.00	364,231.46

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Budget Revision Summary
02/01/2021 - 04/30/2021

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

A.	TOTAL REVENUES		144,151.00	1,994.00-	142,157.00
B.	TOTAL EXPENDITURES		145,355.00	1,994.00-	143,361.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		1,204.00-		1,204.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		1,204.00		1,204.00
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	200.00-	1,800.00
B.	TOTAL EXPENDITURES		4,314.00	5,424.00-	1,110.00-
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		2,314.00-	5,224.00	2,910.00
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		2,314.00-	5,224.00	2,910.00
F.	1) Beginning Balance		27,574.38		27,574.38
	2) Ending Balance, June 30		25,260.38	5,224.00	30,484.38

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

A.	TOTAL REVENUES		209,424.00	1,372.00-	208,052.00
B.	TOTAL EXPENDITURES		209,424.00	1,372.00-	208,052.00
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	97,352.00		97,352.00
B. TOTAL EXPENDITURES	97,352.00		97,352.00
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	201,000.00	46,000.00-	155,000.00
B. TOTAL EXPENDITURES	267,771.00	272.00-	267,499.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	66,771.00-	45,728.00-	112,499.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	66,771.00-	45,728.00-	112,499.00-
F. 1) Beginning Balance	225,114.05		225,114.05
2) Ending Balance, June 30	158,343.05	45,728.00-	112,615.05

Fund :01 GENERAL FUND		LinkCode:259	FOSTER YOUTH COORDINATING PROG
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	1,446,646.00	47,549.00	1,494,195.00
B. TOTAL EXPENDITURES	1,457,699.00	36,496.00	1,494,195.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	11,053.00-	11,053.00	0.00
D. TOTAL OTHER FINANCING SOURCES/USES	11,053.00	11,053.00-	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

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Budget Revision Summary
02/01/2021 - 04/30/2021

Fund	:01	GENERAL FUND	LinkCode:268	SYST SUPP EXPANDED LRNG	
			Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES	899,942.00	5,690.00-	894,252.00	
B.	TOTAL EXPENDITURES	915,046.00	8,847.00-	906,199.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	15,104.00-	3,157.00	11,947.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00	
E.	NET INCREASE (DECREASE) IN FUND BALANCE	15,104.00-	3,157.00	11,947.00-	
F.	1) Beginning Balance	81,907.47		81,907.47	
	2) Ending Balance, June 30	66,803.47	3,157.00	69,960.47	

Fund	:01	GENERAL FUND	LinkCode:271	FNL TEAM MENTOR PARTNRSHP	
			Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES	14,425.00		14,425.00	
B.	TOTAL EXPENDITURES	14,475.00	2.00	14,477.00	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	50.00-	2.00-	52.00-	
D.	TOTAL OTHER FINANCING SOURCES/USES	50.00	2.00	52.00	
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	COMPR SUPPORT & IMPRMNT COE	
			Approved Budget	Increase (Decrease)	Revised Budget
A.	TOTAL REVENUES	494,904.00	37,309.00	532,213.00	
B.	TOTAL EXPENDITURES	494,904.00	37,309.00	532,213.00	
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:293	SEEDS PARTNERSHIP:FAMILY ENGAG
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	629,639.00	54,417.00-	575,222.00
B. TOTAL EXPENDITURES	629,639.00	54,417.00-	575,222.00
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	10,000.00		10,000.00
B. TOTAL EXPENDITURES	19,338.00	14,112.00-	5,226.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	9,338.00-	14,112.00	4,774.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	9,338.00-	14,112.00	4,774.00
F. 1) Beginning Balance	157,231.94		157,231.94
2) Ending Balance, June 30	147,893.94	14,112.00	162,005.94

Fund :01 GENERAL FUND		LinkCode:302	SCHOOL OF EDUC TEACHING
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	2,243,075.00	63,332.00-	2,179,743.00
B. TOTAL EXPENDITURES	2,026,391.00	96,314.00-	1,930,077.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	216,684.00	32,982.00	249,666.00
D. TOTAL OTHER FINANCING SOURCES/USES	10,000.00-		10,000.00-
E. NET INCREASE (DECREASE) IN FUND BALANCE	206,684.00	32,982.00	239,666.00
F. 1) Beginning Balance	1,862,769.13		1,862,769.13
2) Ending Balance, June 30	2,069,453.13	32,982.00	2,102,435.13

099 SACRAMENTO COE
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Budget Revision Summary
02/01/2021 - 04/30/2021

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

A.	TOTAL REVENUES	555,593.00	10,394.00	565,987.00
B.	TOTAL EXPENDITURES	555,593.00	10,394.00	565,987.00
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	STDNT MENTAL HEALTH & WELLNESS
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	2,405,650.00	5,757,854.00	8,163,504.00
B.	TOTAL EXPENDITURES	3,195,853.00	5,757,854.00	8,953,707.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	790,203.00-		790,203.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	790,203.00		790,203.00
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	3,608.00	2,936.00	6,544.00
B.	TOTAL EXPENDITURES	11,297.00	7,497.00-	3,800.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	7,689.00-	10,433.00	2,744.00
D.	TOTAL OTHER FINANCING SOURCES/USES	10,640.00-	10,640.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE	18,329.00-	21,073.00	2,744.00
F.	1) Beginning Balance	80,617.53		80,617.53
	2) Ending Balance, June 30	62,288.53	21,073.00	83,361.53

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	4,367.00	2,235.00-	2,132.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	4,367.00-	2,235.00	2,132.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	4,367.00-	2,235.00	2,132.00-
F. 1) Beginning Balance	11,535.79		11,535.79
2) Ending Balance, June 30	7,168.79	2,235.00	9,403.79

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	5,837.67		5,837.67
2) Ending Balance, June 30	5,837.67		5,837.67

Fund :01 GENERAL FUND		LinkCode:320 FIRST FIVE QLTY CHILD CARE	
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	52,064.00		52,064.00
B. TOTAL EXPENDITURES	52,064.00		52,064.00
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

099 SACRAMENTO COE
FY 20-21, Budget Revision #3

Budget Revision Summary
02/01/2021 - 04/30/2021

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

A.	TOTAL REVENUES		128,987.00	1,572.00-	127,415.00
B.	TOTAL EXPENDITURES		128,987.00	1,572.00-	127,415.00
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		3,349,183.00	64,797.00-	3,284,386.00
B.	TOTAL EXPENDITURES		3,353,114.00	64,797.00-	3,288,317.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		3,931.00-		3,931.00-
D.	TOTAL OTHER FINANCING SOURCES/USES		0.00		0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE		3,931.00-		3,931.00-
F.	1) Beginning Balance		5,760.78		5,760.78
	2) Ending Balance, June 30		1,829.78		1,829.78

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		5,849.00-		5,849.00-
E.	NET INCREASE (DECREASE) IN FUND BALANCE		5,849.00-		5,849.00-
F.	1) Beginning Balance		5,849.40		5,849.40
	2) Ending Balance, June 30		0.40		0.40

Fund :01 GENERAL FUND		LinkCode:328	CENSUS PROJECT 2020
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	101,643.00		101,643.00
B. TOTAL EXPENDITURES	101,643.00		101,643.00
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	281,591.00	100,546.00-	181,045.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	281,591.00-	100,546.00	181,045.00-
D. TOTAL OTHER FINANCING SOURCES/USES	281,591.00	69,659.00-	211,932.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	30,887.00	30,887.00
F. 1) Beginning Balance	41,344.39		41,344.39
2) Ending Balance, June 30	41,344.39	30,887.00	72,231.39

Fund :01 GENERAL FUND		LinkCode:331	BILINGUAL TCHR PROF DVLPT PRGM
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	161,547.00		161,547.00
B. TOTAL EXPENDITURES	161,547.00		161,547.00
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	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	72,892.66		72,892.66
2) Ending Balance, June 30	72,892.66		72,892.66

Fund :01 GENERAL FUND		LinkCode:337	CAREER TECH ED INCENTIVE GRANT
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	164,523.00	108,742.00	273,265.00
B. TOTAL EXPENDITURES	166,563.00	107,301.00	273,864.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	2,040.00-	1,441.00	599.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	2,040.00-	1,441.00	599.00-
F. 1) Beginning Balance	73,478.53		73,478.53
2) Ending Balance, June 30	71,438.53	1,441.00	72,879.53

Fund :01 GENERAL FUND		LinkCode:340	CAL ED PROGRAM
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	4,373.00	5,197.00	9,570.00
B. TOTAL EXPENDITURES	4,373.00	5,197.00	9,570.00
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	2,307,830.00	36,935.00	2,344,765.00
B. TOTAL EXPENDITURES	2,308,033.00	83,635.00-	2,224,398.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	203.00-	120,570.00	120,367.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	203.00-	120,570.00	120,367.00
F. 1) Beginning Balance	8,202.52		8,202.52
2) Ending Balance, June 30	7,999.52	120,570.00	128,569.52

Fund :01 GENERAL FUND		LinkCode:355	ALTERNATE DISPUTE RESOLUTION
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	23,582.00	73,557.00	97,139.00
B. TOTAL EXPENDITURES	23,582.00	73,557.00	97,139.00
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	2,054,123.00		2,054,123.00
B. TOTAL EXPENDITURES	2,054,123.00		2,054,123.00
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

099 SACRAMENTO COE
 FY 20-21, Budget Revision #3

Budget Revision Summary
 02/01/2021 - 04/30/2021

Fund	:01	GENERAL FUND	LinkCode:477	TRUST ALLOCATION
		Approved Budget	Increase (Decrease)	Revised Budget

A.	TOTAL REVENUES	0.00		0.00
B.	TOTAL EXPENDITURES	1,500,000.00		1,500,000.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,500,000.00-		1,500,000.00-
D.	TOTAL OTHER FINANCING SOURCES/USES	1,500,000.00		1,500,000.00
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	11,269,365.00	288,167.00	11,557,532.00
B. TOTAL EXPENDITURES	11,485,936.00	288,167.00	11,774,103.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	216,571.00-		216,571.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	216,571.00-		216,571.00-
F. 1) Beginning Balance	1,840,343.91		1,840,343.91
2) Ending Balance, June 30	1,623,772.91		1,623,772.91

Fund :11 ADULT EDUCATION			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	16,157,285.00	206,401.00	16,363,686.00
B. TOTAL EXPENDITURES	16,159,214.00	227,964.00	16,387,178.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	1,929.00-	21,563.00-	23,492.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	1,929.00-	21,563.00-	23,492.00-
F. 1) Beginning Balance	376,429.70		376,429.70
2) Ending Balance, June 30	374,500.70	21,563.00-	352,937.70

Fund :12 CHILD DEVELOPMENT FUND			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	10,042,500.00	1,351,020.00	11,393,520.00
B. TOTAL EXPENDITURES	10,508,046.00	1,378,402.00	11,886,448.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	465,546.00-	27,382.00-	492,928.00-
D. TOTAL OTHER FINANCING SOURCES/USES	494,791.00	20,641.00	515,432.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	29,245.00	6,741.00-	22,504.00
F. 1) Beginning Balance	2,713.20		2,713.20
2) Ending Balance, June 30	31,958.20	6,741.00-	25,217.20

Fund :17 SP RES-OTHER THAN CAP OUTLAY			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	11,000.00		11,000.00
B. TOTAL EXPENDITURES	0.00		0.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	11,000.00		11,000.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	11,000.00		11,000.00
F. 1) Beginning Balance	747,705.31		747,705.31
2) Ending Balance, June 30	758,705.31		758,705.31

Fund :20 SPEC RESRV POSTEMPLOY BENEFITS			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	3,800.00	5,000.00	8,800.00
B. TOTAL EXPENDITURES	0.00		0.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	3,800.00	5,000.00	8,800.00
D. TOTAL OTHER FINANCING SOURCES/USES	5,300,000.00		5,300,000.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	5,303,800.00	5,000.00	5,308,800.00
F. 1) Beginning Balance	177,066.03		177,066.03
2) Ending Balance, June 30	5,480,866.03	5,000.00	5,485,866.03

Fund :25 CAPITAL FACILITIES FUND			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	150,300.00	6,603.00	156,903.00
B. TOTAL EXPENDITURES	375,850.00		375,850.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	225,550.00-	6,603.00	218,947.00-
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	225,550.00-	6,603.00	218,947.00-
F. 1) Beginning Balance	345,653.39		345,653.39
2) Ending Balance, June 30	120,103.39	6,603.00	126,706.39

Fund :35 COUNTY SCHOOL FACILITIES FUND			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	8,372,634.00	80,000.00	8,452,634.00
B. TOTAL EXPENDITURES	8,372,634.00	80,000.00	8,452,634.00
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 :73 FOUNDATION TRUST			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	10,003.00	20,028.00	30,031.00
B. TOTAL EXPENDITURES	21,546.00		21,546.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	11,543.00-	20,028.00	8,485.00
D. TOTAL OTHER FINANCING SOURCES/USES	11,546.00		11,546.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	3.00	20,028.00	20,031.00
F. 1) Beginning Balance	0.00		0.00
2) Ending Balance, June 30	3.00	20,028.00	20,031.00

Fund :77 BENEFIT TRUST FUND			
	Approved Budget	Increase (Decrease)	Revised Budget
A. TOTAL REVENUES	12,926,848.00	1,388,757.00	14,315,605.00
B. TOTAL EXPENDITURES	2,490,000.00		2,490,000.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	10,436,848.00	1,388,757.00	11,825,605.00
D. TOTAL OTHER FINANCING SOURCES/USES	0.00		0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE	10,436,848.00	1,388,757.00	11,825,605.00
F. 1) Beginning Balance	54,712,203.06		54,712,203.06
2) Ending Balance, June 30	65,149,051.06	1,388,757.00	66,537,808.06

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2021-2022 Budget	Agenda Item No.: VIII.F.
	Enclosures: Separate Enclosures
Reason: Adoption	From: David W. Gordon
	Prepared By: Nicolas Schweizer
	Board Meeting Date: 06/22/21

BACKGROUND:

In January 2021, the Superintendent's Cabinet and Program Managers began budget development activities for the fiscal year 2021-2022 budget. The development of the 2021-2022 budget will follow the single budget adoption cycle. The process requires the County Board to hold a public hearing and adopt the 2021-2022 budget by July 1, 2021. 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
Student Scholarship and Loan Fund
Criteria and Standards Summary Review

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education adopt the 2021-2022 Budgets.

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
Student Scholarship and Loan Fund
Criteria and Standards Summary Review

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2021 Annual Report: Summary of Support (LCAP and Differentiated Assistance)	Agenda Item No.: VIII.G. Enclosures: 11
Reason: Informational	From: David W. Gordon Prepared By: Dr. Nancy Herota Dr. Channa Cook-Harvey Board Meeting Date: 06/22/21

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 Local Control and Accountability Plan (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.

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

Summary

Educators are facing new and unique challenges as schools finally reopened in the Spring of 2021 after months of closure due to COVID-19. During this unprecedented time, SCOE leadership continues to identify support for Local Educational Agency (LEA) leaders, teachers, and staff as our top priority. The pandemic crisis has profoundly exacerbated existing inequities and underscored the need for responsive, intensive, technical assistance and professional development to meet the ongoing demands placed on LEAs throughout the county. SCOE is committed to identifying, promoting, and collaborating with experts to provide educational solutions focused on improving opportunities and access in service of high academic achievement for all students to our schools and districts. Utilizing strategies from improvement science, implementation science, and compassionate systems awareness, our support of districts and schools to close achievement and opportunity gaps, advance equity, and support the social-emotional needs of students and staff in Sacramento County continue to be of utmost importance.

To offer such comprehensive support, SCOE has created services based on topic areas and Local Control Funding Formula (LCFF) priorities. A wide variety of services are available in virtual (synchronous and asynchronous) formats and in-person formats and have been offered since the Spring. Circumstances are changing rapidly, and we are continually consulting with health officials to inform our plans for in-person instruction.

In response to COVID-19, support for districts during the 2020-2021 school year pivoted as needed to meet the short- and long-term needs of LEAs within Sacramento County. SCOE provided supports for all LEAs within Sacramento County in the following areas:

Reopening of Schools Guidance

- Providing tools and resources to support the reopening of schools aligned to guidance from the Sacramento County Department of Health Services. SCOE convened district representatives and worked with the Sacramento County Public Health Department to develop and release the *Sacramento County 2020-2021 School Year Planning: A Guide to Address the Challenges of COVID-19*.
- Partnering with leading experts in the field of social-emotional and trauma-informed practice, to provide strategies, tools, and coaching based on the science of learning and development in alignment with whole child education principles.

Distance Learning

- Providing distance learning professional development and technical assistance to support LEAs' support staff and student social-emotional learning and wellbeing and to utilize current instructional strategies to accelerate and support learning in virtual space.
- Facilitating a regional distance learning community of practice focused on student attendance and engagement.
- Hosting nationally renowned guest speakers such as Emily Freitag (CEO, Instruction Partners), Pedro Noguera (Professor and Director of the Center for the Transformation of Schools at UCLA), and Sharroky Hollie (Author/Founder, Center for Culturally Responsive Teaching and Learning) to discuss the science of relationships and social-emotional learning, opportunities and barriers to equity, and culturally relevant and sustaining pedagogies in distance learning.
- Identifying and sharing best practices.

Accountability

- Providing Learning Continuity and Attendance Plan guides, resources, professional development, and technical assistance.
- Providing professional development, resources, and technical assistance for the 2020 Budget Overview for Parents.
- Providing updated guides, resources, professional development, and technical assistance for completion of the LCAP, including the Annual Update of the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan and the 2021 Budget Overview for Parents.
- Providing LCAP feedback and support through the development and approval process.
- Hosting optional Zoom office hours for LEAs to attend and get assistance with the LCAP.
- Facilitating a monthly regional professional learning network for state and federal program accountability requirements.
- Providing Every Student Succeeds Act (ESSA) support and technical assistance with school site support to schools meeting the criteria for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).
- Provide Single Plan for Student Achievement (SPSA) trainings, including how to conduct a needs assessment and program evaluation and developing evidence-based actions.

- Providing training support in the analysis and implementation of strategies to meet the needs of student groups that have been identified within the California School Dashboard and other valid and reliable state data sources.
- Providing Williams monitoring and support as adjusted to adapt to health and safety guidelines and adhering to the legislative guidelines.

Professional Development, Services and Supports

- Targeting the region's identified needs with the annual Speaker Series, with professional learning opportunities developed in response to topics suggested by leaders in the region.
- Initiating the Equity Lens Series Community of Practice designed to enable LEAs' understanding of ways to identify and address inequities that contribute to opportunity and achievement gaps.
- Providing curriculum framework and adoption toolkit training.
- Delivering professional learning in the continuous improvement process.
- Facilitating the Multilingual Education Leadership Network (MELN) and the Secondary English Learner Collaborative.
- Facilitating professional learning Universal Design for Learning (UDL) frameworks.
- Instructional Rounds training for teams to gather, analyze, and evaluate observation data, and make an instructional plan to improve on a problem of practice.
- Facilitating Student Mental Health and Wellness Collaborative with topics including suicide prevention training, trauma awareness, bullying prevention, and LGBTQ issues.
- Facilitating Attendance Supervisor Training and Certification, technical assistance, and attendance systems support.
- Facilitating workshops for LEA staff providing services to Foster Youth and Homeless (college/career readiness, educational rights, etc.)
- Facilitating the Family and Community Engagement Network
- Facilitating workshops and networks in Culture, Climate, and Equity
- Embedding continuous improvement process and activities into countywide learning networks.

The Sacramento County Office of Education supports districts identified for Level 2 Differentiated Assistance (DA) by:

- Implementing cross-departmental differentiated assistance teams.
- Providing distance learning professional development, technical assistance and coaching.
- Facilitating local data analysis.
- Facilitating root cause analysis for one or two focus areas.
- Facilitating development of change ideas.
- Supporting implementation of change ideas with content specific coaching support.
- Supporting integration of the differentiated assistance process with the Learning Continuity and Attendance Plan, LCAP Goals, Actions and Services, and measures of progress.
- Supporting strategic planning and scaling of efforts.
- Providing progress monitoring and follow up support.
- Providing site support to schools meeting the criteria for Comprehensive Support and Improvement and Additional Targeted Support and Improvement.
- Building district capacity for continuous improvement through training, ongoing coaching and professional development.

The Sacramento County Office of Education supports one district (Sacramento City USD) identified for Level 3 Intensive Intervention by completing all the above support for Level 2 DA as well as:

- Working collaboratively with the various state agencies (CDE, CCEE, SBE) supporting SCUSD to align assistance and other services.
- Providing customized feedback and thought-partnership leading up to and throughout the phases of the Systemic Instructional Review (SIR) process.
- Supporting the district's identification of action steps and plan development based on findings identified in the Systemic Instructional Review.
- Collaborating with key district personnel to plan and facilitate meetings with stakeholders, consultants, and others to coordinate efforts and ensure coherence across various improvement efforts.
- Reviewing and analyzing student group performance data with district staff.

The following plan supports districts in implementing LCAPs and Learning Continuity and Attendance Plans and adheres to the provisions/requirements of [Ed Code 52066](#).

GOAL ONE: Support Learning Continuity and Attendance Plans and review/ approve 2021-2024 LCAPs.

Component	Objective	Metrics/ Indicators	Action
Learning Continuity and Attendance Plan Support 2020-21	Provide all districts with technical support and feedback on the Learning Continuity and Attendance Plan.	<ol style="list-style-type: none"> 1. All LEAs submit an adopted Learning Continuity and Attendance Plan. 2. SCOE will post all LEAs' plans on the website. 	<ol style="list-style-type: none"> A. Provide professional development and technical assistance through ongoing webinars (April 2020 - September 2020). B. Provide technical assistance to district leadership and individualized support for all 13 districts in the county. C. Review Learning Continuity and Attendance Plans and provide feedback as requested prior to LEA's adoption meeting, and as appropriate thereafter.
LCAP and Annual Update Support <i>Completing the review of LCAPs submitted by school districts [Ed Code 52070].</i>	Provide all districts with technical support and feedback on initial drafts prior to their LCAP public hearing.	<ol style="list-style-type: none"> 1. Attendance at LCAP workshop meetings. 	<ol style="list-style-type: none"> A. Facilitate the LCAP workshops starting in February 2021. B. Provide customized support for LEA leaders to ensure understanding of LCAP components and requirements, including a meeting limited to small districts. C. Review LCAP drafts and provide feedback between May - June 2021.

	Provide ongoing informational updates and training to superintendents and other school/district leaders.	1. Ratings on SCOE workshop feedback forms.	<p>A. Agenized LCAP items/updates for a variety of meetings throughout the year.</p> <p>B. Provide professional learning opportunities focused on State and Local Indicators, new LCAP cycle, LCAP template changes, and LCAP template components (i.e., Budget Overview, Annual Update, etc.).</p>
	Complete review and approval of all LCAPs.	1. All LCAPs approved and posted on the county webpage.	A. Review Board-adopted LCAPs and communicate with LEA leaders if clarification is needed prior to the final approval of LCAPs.

GOAL TWO: Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.

Component	Objective	Metrics/ Indicators	Action
Technical Assistance <i>Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of <u>Ed Code 52071</u>.</i>	Support districts with planning and implementation of distance learning.	1. District implementation of distance learning.	A. Utilizing the Corwin Distance Learning Playbook (Fisher, Fry, Hattie, 2020) as a foundational text to guide ongoing support and professional development training, coaching, and targeted technical assistance for distance learning to teachers, leaders, and staff county-wide.
	Support districts with initial data analysis and identification of strengths and weaknesses.	1. Review and coach completion of the Plan Summary Reflections: Successes and Needs of the LCAP. 2. District progress on the CA Dashboard and DataQuest, as applicable.	A. Work with district leaders to review 2019 Dashboard data and other recent data to determine greatest progress, greatest needs, and performance gaps. B. C-SAPA will compile and provide reports on district data and lead data training for school and district teams. The Continuous Improvement Team will analyze data. C. Through the Capitol Regional Area Assessment Network (CRAN) provide district leaders with key updates regarding statewide assessments and encourage 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.
	Support districts in Differentiated Assistance with systems analysis and identification of systems level strengths and weaknesses.	1. Attendance at meetings to review local data. 2. LEA self-assessment results.	A. Work with district leaders to review and analyze local data. B. 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.

	<p>Assist districts with a synthesis of findings and action planning aligned to Differentiated Assistance indicators and/or LCAP actions based on needs assessment and problem of practice.</p>	<ol style="list-style-type: none"> 1. Alignment of LCAP actions and services to an identified problem of practice. 2. Surveys and/or interviews with Differentiated Assistance districts measuring their satisfaction and effectiveness of the process. 	<ol style="list-style-type: none"> A. Work with district leaders to identify aim statements and primary and secondary drivers to address identified root causes. B. Provide district leaders with tools to identify change ideas and create actions and services in their LCAPs to address root causes. C. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. D. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis or based on Differentiated Assistance indicators. Support will be scheduled based on district need, staff with expertise and availability. E. Meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, monitor progress and determine next steps.
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The source funding for these activities will be base-level and Differentiated Assistance LCFF funds to COEs as defined by the 2018 Budget Act.

GOAL THREE: Provide support to all LEAs in implementing their LCAP.

Component	Objective	Metrics/ Indicators	Action
Other Support <i>Providing any other support to school districts and schools within the county in implementing the provisions of <u>Ed Code 52071</u>.</i>	Refine and align professional development offerings and LEA needs around academic, behavioral and social emotional student outcomes.	<ol style="list-style-type: none"> Attendance at professional development. SCOE feedback forms will be provided following each professional development. 	<ol style="list-style-type: none"> Professional development provided related to identified district needs. Prevention and Early Intervention and SELPA staff provide professional development related to behavioral and social-emotional outcomes. Educational Services, Prevention and Early Intervention (PEI) and SELPA staff collaborate to provide integrated professional development opportunities.
	Provide opportunities for school and LEA leaders to network and learn together.	<ol style="list-style-type: none"> Attendance at Curriculum Breakfast Meetings. Attendance at a variety of SCOE Community of Practices, networks, and workshops. 	<ol style="list-style-type: none"> Provide opportunities for district Curriculum and Instruction (C&I) leaders to come together for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other. Utilize Community of Practices and Network meetings as a hub for LEA leaders and their teams in a variety of areas to network, learn and action plan.
	Provide LEA leaders with opportunities to understand and apply the continuous improvement framework and tools.	<ol style="list-style-type: none"> Feedback forms post professional development. Continuous improvement evidence and artifacts. 	<ol style="list-style-type: none"> Model and practice the use of continuous improvement resources and tools with DA district teams. Provide opportunities for LEA leaders to share continuous improvement practices and processes utilized in their districts at C&I Meetings and PLN meetings.
	Assist districts in implementing and monitoring impact of actions identified in LCAP.	<ol style="list-style-type: none"> Recommend district completion of Annual Update by April 1. District progress on identified metrics. 	<ol style="list-style-type: none"> The LCAP Review Team will encourage submission of district Annual Updates for review on a voluntary basis. Review and support analysis of district progress on the CA Dashboard and other state and local metrics.

Collaboration

The Sacramento County Office of Education (SCOE) collaborates with other state and county educational agencies to implement the LCAP. These agencies include: the California Department of Education (CDE), other county superintendents (CCSESA), Geographic Lead Agencies, System of Support (SOS) Lead Agencies, as well as California Collaborative for Educational Excellence (CCEE). Additionally, SCOE and Placer County Office of Education serve as co-leads for the Geographic Area serving the fourteen county offices of the Capital Central Foothill Area Consortium (CCFAC).

Action	CCEE	CDE	CCSESA	Geo Leads	SOS Leads
Superintendent of Schools participates in quarterly CCSESA meetings and monthly Board of Directors meetings.	X	X	X	X	X
The Deputy Superintendent, Assistant Superintendent, Educational Services, and Executive Director, District and School Support, meet monthly with Region 3 C&I leaders.			X		
SCOE serves as co-lead for one of the seven geographic lead agencies and meets monthly with other geo leads and quarterly with the Statewide System of Support group.	X	X	X	X	X
The Deputy Superintendent, Assistant Superintendent, Educational Services, Executive Director, District and School Support, and Executive Director, Prevention and Early Intervention meet monthly with the Capital Central Foothills Area Consortium (CCFAC) the Geographic Lead Agency Group for the area.			X	X	X
The Assistant Superintendent, Educational Services serves as an Advisory Member and meets monthly with the CCFAC Advisory Group.			X	X	

The Assistant Superintendent, Educational Services, and Executive Director, District and School Support, meet bi-monthly with Curriculum and Instruction leaders across the state at Curriculum and Instruction Steering Committee (CISC) meetings.	X	X	X	X	X
The Deputy Superintendent chairs the CISC Early Learning Subcommittee.		X	X	X	X
The Deputy Superintendent is a member of the CISC Executive Committee.			X		
Planning and Improvement staff attend State and Federal Program Meetings and COE Leads Meetings.		X	X	X	X
SCOE provides differentiated assistance for Amador County.		X		X	
Director, SELPA participates in State Disproportionality Workgroup.	X	X			X
Director, SELPA participates in State Compliance Committee.	X	X			X
Director, SELPA participates in State SELPA meetings.		X			X
SCOE staff lead or participate in CCFAC workgroups for: English Learners, SEL, data, and equity.			X	X	X
Associate Superintendent Business and Senior Director Business attend BASC Meetings.			X		

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Reporting on California Dashboard Local Indicators	Agenda Item No.: VIII.H. Enclosures: 4
Reason: Informational	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 06/22/21

BACKGROUND:

In 2016, the State Board of Education (SBE) adopted evaluation rubrics to assist LEAs in evaluating its strengths, weaknesses, and areas that require improvement. California Education Code 52064.5 (a)(3)(c) states that as part of the evaluation rubrics, the SBE shall adopt performance standards for local education agency (LEA) and individual school site performance in regard to each of the state priorities spelled out in subdivision (d) of Section 52060. SCOE is only required to report on the following state priorities (1, 2, 3, 6, 7, 9, and 10) – also known as Local Indicators - as priorities 4, 5, and 8 are known as State Indicators and reported by the California Department of Education for each LEA.

In January of 2020, the SBE revised the performance standards for each Local Indicator. To show alignment and influence of data collected for Local Indicators with the development of each LEA's Local Control and Accountability Plan (LCAP), Ed Code 52064.5 (e)(2) requires the review of data collected to be publicly reported in conjunction with the adoption of the LCAP.

The approved performance standards for Local Indicators require an LEA to:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority.
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

SCOE met each required performance standard and will report accordingly in the Fall 2021 Dashboard, when released.

June 2021

Local Indicator Reporting

**Indicator: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities
(Priority 1)**

SCOE measures progress meeting Williams Settlement requirements at 100% of SCOE school sites. A personnel analyst audits teacher assignments to ensure teachers are appropriately credentialed for their assigned position, instructional materials are audited by site administrators to ensure each student has access to their own copies for use at school and at home, and a uniform set of surveys are used to monitor the condition of facilities. Data regarding Williams requirements is published annually on the School Accountability Report Card (SARC). SCOE's Dashboard report for Priority 1 will indicate one instance where a facility did not meet the "Good Repair" standard. In February 2020, Palmiter received an overall "Fair" rating on the Facilities Inspection Tool as a result of the poor condition of floor and wall coverings. This was a known issue as these surfaces are scheduled for replacement in 2021-22 as part of the five-year facility plan.

**Indicator: Self-Reflection Tool for Implementation of State Academic Standards
(Priority 2)**

SCOE teachers collaborate weekly, during a two-hour common planning time, to create state standards aligned lessons, plan co-teaching activities, evaluate student learning and achievement data, and prepare appropriate intervention activities designed to meet the individual learning goals for each student.

Indicator: Self-Reflection Tool for Parent Engagement (Priority 3)

SCOE's multi-layered, systemic approach to engage families utilizes several professionals including site principals, teachers, transition specialists, and parent liaisons. Engagement activities include: a detailed enrollment process that ensures appropriate wrap-around services are assigned prior to the first day of attendance; families are connected with community resources to further support their needs; parents are actively engaged in the decision-making process through IEP meetings when appropriate, student study team meetings, student led conferences, and site council meetings.

SCOE's progress towards seeking input from parents/guardians in decision making and efforts to promote parental participation in programs is measured through a consistent annual survey that is translated for our non-English speaking families and administered electronically. The survey is designed to be accessible and specific to the issues that are most relevant to our non-traditional student populations. Survey questions for 2021 were slightly modified since health protocols did not allow for in-person activities. The survey included an assessment of whether parents feel their child's school offers activities to bring families onto campus, and whether parents would recommend SCOE's programs.

The highly-anticipated Vice Principal of Family Engagement, when hired, will take steps to enhance each school's welcoming environment and provide families with information and resources to support student learning and development at home.

This leader will also help each school build capacity to develop more robust, engaged, and informed parent advisory groups that implement active decision-making.

Indicator: School Climate (Priority 6)

SCOE utilizes the Gallup Student Engagement Survey and a staff-developed survey to annually measure student perceptions of school safety and connectedness. Survey questions include measures of how safe students feel on their campus and available opportunities to communicate what they like most about their school. The student survey was completed by 199 individuals.

In 2020-21, students attending SCOE court and community schools indicated that 97% of them feel safe at school. Results disaggregated by grade span and program type revealed that high school students felt safer than middle school or elementary students. As a measure of how connected students feel to school, the most common responses from students were that they felt supported by their teachers (66%), and that they have open communication with teachers and staff from their school (56%). Students in the Senior Extension program reported the highest level of connectedness, and the lowest percentages were reported by court school students.

Indicator: Access to a Broad Course of Study (Priority 7)

SCOE utilizes the PowerSchool student information system, student transcripts and report cards, and scheduling protocols to ensure all students engage in a broad course of study. Quarterly audits of student schedules and assigned grades provide a pre and post analysis of each student's course of study. The same tools can disaggregate students into subgroups to ensure each subgroup is engaging in a broad course of study. A staff survey administered in spring 2021 was also used to assess whether students have access to the following areas of study: Math, Reading/Language Arts, History/Social Science, Science, Fine Arts, Health/PE, Computers/Technology, and Career Technical Education. Data regarding course enrollment is published annually on the SARC.

All students are engaged in the core academic subjects. Students also have access to career technical education classes, project-based learning opportunities to complete multi-disciplinary projects and online options for UC a-g advanced courses or foreign language. SCOE's faculty offers a wide spectrum of courses at each site and allows students access to culinary, construction, and horticulture programs due to the opportunity to engage in offerings at two schools. Some sites have faculty with particular strengths in art or science focused project-based learning.

The small enrollment numbers at each site reduce our ability to offer the same breadth of classes a large secondary school would in a departmentalized setting. Important to note is that although access to a course may be possible, it may not always occur due to the type of program that students are in or the specific areas in which they need to obtain credits to graduate.

Due to increased flexibility offered to alternative education sites within the Every Student Succeeds Act, we are identifying professional learning sequences to improve teacher capacity in Art, World Language, Laboratory Science, and Physical Education. As faculty choose and engage in new strands of professional learning, students will have a larger breadth of course offerings each semester.

Indicator: Coordination of Instruction for Expelled Students (Priority 9)

One of SCOE's greatest strengths is its coordination of services for expelled students. SCOE is proud of its consistently high *Successful Transitions Rate*, 96.9% in 2019-20. Metric indicators include systematized validation of timely records transfers, HiSET passing rates, and the percentage of students earning a high school diploma. Each student referred to our programs participates in an extensive enrollment process to identify needed services such as English Language Development, special education services, and/or foster youth, homeless, or former court school student status.

Upon completion, a centralized Registrar contacts the appropriate departments within SCOE to ensure appropriate services are immediately in place. This includes coordination of any outside services and supports that may be needed such as drug and alcohol counseling, anger management classes, mental health services, and possibly parenting classes for teen parents. SCOE administrators lead or participate in many multi-agency teams that lead service delivery for expelled students. This is done in cooperation with district placement officers, child welfare professionals, juvenile courts judges and staff, and mental health agencies. Each team meets quarterly to share data and coordinate instruction of expelled students.

Indicator: Coordination of Services for Foster Youth (Priority 10)

Another of SCOE's greatest strengths is its coordination of services for foster youth. SCOE's Foster Youth Services Department monitors foster youth academic engagement and enrollment daily using our locally designed Foster Focus data system. This innovative system was awarded a Golden Bell at the 36th annual California School Boards' Association conference, which operates as a network throughout the state. The system makes it possible for users to retrieve daily refreshed data to help monitor and intervene to improve the education outcomes of foster youth.

High mobility often threatens the education outcomes of youth in foster care. As a child moves from school to school, important academic records can lag behind or become lost. Designated school district staff, county Child Protective Services staff, and probation officers may access the Foster Focus system and instantly retrieve student data, resulting in immediate and appropriate enrollment and placement, and a smoother transition for the child.

Upon completion, a centralized Registrar contacts the appropriate departments within SCOE to ensure appropriate services are immediately in place. This includes coordination of any outside services and supports that may be needed such as drug and alcohol counseling, anger management classes, mental health services, and possibly parenting classes for teen parents. SCOE administrators lead or participate in many multi-agency teams that lead service delivery for foster youth. This is done

in cooperation with district placement officers, child welfare professionals, juvenile courts judges and staff, and mental health agencies. Each team meets quarterly to share data and coordinate services to ensure the transfer of health and education records for foster youth.

Additionally, SCOE's Foster Youth Services Department staff meets with each foster youth enrolled in our schools regarding programs that are available to them such as AB167 minimum graduation requirements and AB12 post-secondary support. Foster Youth Services staff help each foster youth develop a personal post-graduation plan to ensure they are linked with post-secondary support after they leave our programs.

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

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Establish July 13, 2021 as the 2021-2022 Annual Organizational Meeting Date	Agenda Item No.: VIII.I. Enclosures: 1
Reason: Action	From: David W. Gordon Prepared By: Wende Watson Board Meeting Date: 06/22/21

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 13, 2021.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board establish July 13, 2021 as the Annual Organizational Meeting date for 2021-2022.

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
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Subject: SCOE Resiliency Scholarship Program	Agenda Item No.: VIII.J. Enclosures: 0
Reason: Informational	From: David W. Gordon Prepared By: Dr. Matt Perry Teresa Stinson Board Meeting Date: 06/22/21

BACKGROUND:

In February of 2020, the SCOE Board established a scholarship fund to assist graduating students who have attended SCOE schools in pursuing post-secondary education and vocational training. The following individuals were appointed to the Scholarship Committee:

- Bina Lefkovitz, Trustee, Sacramento County Board of Education
- Alfred Brown, Trustee, Sacramento Board of Education
- David W. Gordon, Sacramento County Superintendent of Schools
- Lee Seale, Court Executive Officer, Sacramento Superior Court
- Chet Hewitt, President and CEO, Sierra Health Foundation
- Pam Haynes, Los Rios Community College Board
- Eduardo Aguilar, Realtor

During the Fall of 2020, the Committee named the "SCOE Resiliency Scholarship" and established scholarship guidelines. Implementing the Scholarship Program has been a SCOE-wide team effort. Chief Counsel Teresa Stinson took the lead in establishing Committee procedures. Cal-Soap Director Guadalupe Delgado and Assistant Superintendent Matt Perry and his team worked with our Principals and students to carry out the Committee's vision.

In December of 2020, the Superintendent announced the SCOE Resiliency Scholarship to SCOE staff and students. The first application period was opened in January and applications were accepted until March. SCOE Transition Specialists encouraged SCOE students enrolled or planning to enroll in college to apply and assisted them with the application process.

During April of 2021, the Scholarship Committee reviewed applications and 12 students were awarded scholarships in the amount of \$1,000 each. Tonight's presentation was created by the SCOE Communications Office in collaboration with SCOE Transition Specialists and students to highlight the achievements and goals of these outstanding students.

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