Professional Learning Opportunities │ 2023–2024

SCOE
Sacramento County Office of Education
— EDUCATION EMPOWERS —

Sacramento County Office of Education
EDUCATION EMPOWERS

The Sacramento County Office of Education (SCOE) is pleased to share our professional learning services! We have added new services and opportunities with all workshops, learning communities, and district/site support offered by SCOE departments. Services are organized by topic areas and Local Control Funding Formula (LCFF) priorities:

- Culture, Climate, and Equity
- Family and Community Engagement
- Special Education
- Systems Improvement
- Teaching and Learning
- Workforce Development

A wide variety of services are available in virtual and in-person formats. Can't find what you are looking for? SCOE can also customize services to meet the needs of your organization.

We look forward to working together to leverage our collective expertise, creativity, determination, and commitment to serving all students that will result in innovative solutions to transform our schools and improve learning.

SCOE's Vision and Mission

- **Vision**: Empower, inspire, and provide pathways for learners to thrive personally, within their communities, in college, and in careers.
- **Mission**: Provide leadership, build partnerships, and implement innovative programs and policies that ensure opportunity and access to empowering educational experiences for each and every learner.
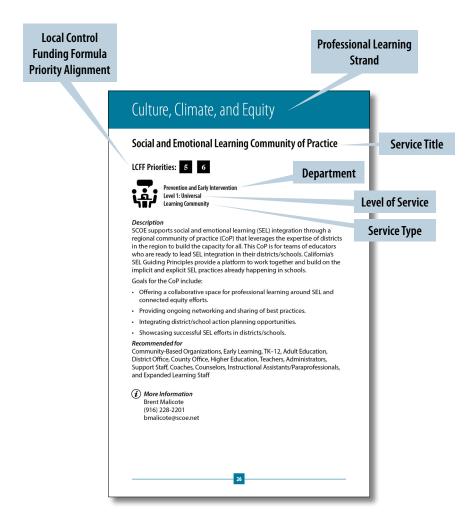
Table of Contents

APPENDICES

How to Navigate the Professional Learning Opportunities

Local Control Funding Formula Priority Alignment

Professional Learning Strand

Culture, Climate, and Equity

Social and Emotional Learning Community of Practice

Service Title

LCFF Priorities: 5 6

Department

Prevention and Early Intervention
Level 1: Universal
Learning Community

Level of Service

Service Type

Description
SCOE supports social and emotional learning (SEL) integration through a regional community of practice (CoP) that leverages the expertise of districts in the region to build the capacity for all. This CoP is for teams of educators who are ready to lead SEL integration in their districts/schools. California's SEL Guiding Principles provide a platform to work together and build on the implicit and explicit SEL practices already happening in schools.

Goals for the CoP include:

- Offering a collaborative space for professional learning around SEL and connected equity efforts.
- Providing ongoing networking and sharing of best practices.
- Integrating district/school action planning opportunities.
- Showcasing successful SEL efforts in districts/schools.

Recommended for
Community-Based Organizations, Early Learning, TK–12, Adult Education, District Office, County Office, Higher Education, Teachers, Administrators, Support Staff, Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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26

Key to LCFF Priorities

1 Basic Services (Teachers: recruitment, credentialing and retention, Instructional Materials sufficiency, Facilities)

2 Implementation of State Standards

3 Parental Involvement and Family Engagement

4 Pupil Achievement (Standardized Test Performance, College/Career Readiness, English Proficiency, AP Exams)

5 Pupil Engagement (School Attendance Rates, Chronic Absenteeism, Dropout Rates, Graduation Rates)

6 School Climate (Suspension Rates, Expulsion Rates, Safety and School Connectedness)

7 Course Access [District's adopted course of study: Applied Arts (e.g., Ag, Business, Consumer Ed, Career Tech, Driver's Ed, ELA, Health, Foreign Languages, Math, PE, Science, Social Sciences, VAPA, and "other studies")]

8 Other Pupil Outcomes

9 Expelled Pupils (Coordination of Services - COEs only)

10 Foster Youth (Coordination of Services - COEs only)

Key to Service Type Icons

Each Service Type has a specific icon to help make the distinction visually.

District/Site Support

Learning Community

Workshop/Training/Conference

Culture, Climate, and Equity

- Early Learning

- English Learners

- Equity

- Expanded Learning

- Foster Youth and Homeless

- Mental Health and Wellness

- Social and Emotional Learning

- Student Engagement

Promoting Excellence and Equity for Sacramento County's Youngest Learners

LCFF Priorities: **2** **5** **6**

Early Learning
Level 1: Universal   **Level 2: Specialized**
District/Site Support

Description
SCOE's Early Learning department provides professional learning and technical assistance to strengthen or expand access to high-quality early learning programs and experiences offered through the school district.

Topics include:

- Preschool Learning Foundations and Frameworks
- Teacher–Child Interactions
- High-Quality Early Learning Environments
- Promoting Inclusion
- Supporting Dual Language Learners
- Social Emotional Learning/Trauma Informed Care
- Children and Families Experiencing Homelessness
- Integrated Nature of Learning
- The Powerful Role of Play in Early Education
- Family Partnerships and Culture/Strengthening Families
- Using the Desired Results Developmental Profile

Recommended for
Early Learning and Transitional Kindergarten Teachers, County Office, Administrators, and Coaches

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Culture, Climate, and Equity

SCOE Secondary English Learner Collaborative (SSELC)

LCFF Priorities: **2**   **4**

District and School Support: English Learners
Level 1: Universal Level 2: Specialized
Learning Community

Description

The SSELC is a learning community among English Learner Coordinators/ Administrators from the nine Sacramento County districts and charters that serve secondary (7–12) grades to collaboratively learn about how to establish equitable services and programs for English learners.

Participants will:

- Participate in bimonthly meetings to discuss ongoing programs and services at the high school level.

- Focus on addressing the needs of multilingual-English learners: Newcomers, Long-Term English Learners (LTEL), At Risk of becoming Long-Term English Learners (AR-LTEL), Students with Limited or Interrupted Formal Education (SLIFE), Refugee and Immigrant Youth.

- Build partnerships/network among EL coordinators, administrators, and ELD teacher leaders within the Sacramento County.

- Have ongoing collegial support, access coordinated resources, implement and share best practices.

- Develop strategies to establish equitable services for secondary English learners by targeting their varying needs.

- Make meaning on how to address current laws, policies, and practices at the secondary level.

- Measure progress collect data and set benchmarks to increase English Learner graduation rate in Sacramento County.

Recommended for

7–12 Administrators, English Learner Coordinators, ELD Teacher Leaders

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Addressing Implicit Bias and Structural Racism

LCFF Priorities: **4**   **5**   **6**

Prevention and Early Intervention
Level 1: Universal
Workshop/Training/Conference

Description
This learning module invites educators to explore the roots of implicit bias by looking into the history of structural racism. Participants will dive into the current research to examine the lasting impact of these issues on educators, students, and communities. Throughout this module, there will be opportunities to participate in self-reflection and learn from one another through various engaging activities.

Participants will:

• Understand how unconscious bias operates and how it impacts individuals, institutions, and structures in creating and perpetuating inequities.

• Examine how unconscious bias may be at play in practices and policies in your context and discuss strategies to reduce the effect of this bias.

• Acquire tools and resources to use with your colleagues and those you support as you practice recognizing, shifting, and counteracting implicit bias at all levels of our systems.

Recommended for
TK–12, District Office, County Office, Teachers, Administrators, Support Staff, Instructional Coaches, Counselors, Instructional Assistants/Paraprofessionals, Adult Education, and Expanded Learning Staff

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Diversity, Equity, and Inclusion Community of Practice

LCFF Priorities: **4** **5** **6**

Prevention and Early Intervention
District and School Support
Level 1: Universal
District/Site Support

Description
Educational equity means that all students have access to the resources they need to succeed. SCOE partners with local education agencies to offer support and work collaboratively towards building capacity for advancing equity, inclusion, and belonging.

Guidance

- Learn in partnership with equity leaders in the community.
- Develop an inclusive and equity-centered approach to drive positive change throughout systems, policies, and practices.
- Create a system of continuous improvement to sustain change.
- Engage in targeted learning opportunities that address a variety of equity-related concerns relevant to the needs of individual systems.

Community of Practice

- Through a collaborative and tiered approach, leaders will focus on building capacity for diversity, equity, and inclusion efforts.
- Share resources, knowledge, and practices across Sacramento County LEAs.

Recommended for
K–12 Administrators, Teacher Leaders, Site Administrators, and Equity Leaders

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Culture, Climate, and Equity

Key Legislation Ensuring All Students Have Equal Access to Information About Financial Aid

LCFF Priorities: **4** **5** **8**

Cal-SOAP
Level 1: Universal
Workshop/Training/Conference

Description
Students from low-income and underrepresented backgrounds face the challenge of how to finance their college education. Recent state statue (AB 2015) ensures that students receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once before the student enters grade 12.

The California Student Opportunity and Access Program (Cal-SOAP) mission is to help low-income and first-generation college students complete the application process so they can access financial aid for education and career/technical training beyond high school.

Participants will learn:

• The types of financial aid available and how to access it.

• The types of documentation and personal information needed to complete the application.

• The eligibility requirements for student financial aid that may be applied for using the FAFSA or the California Dream Act Application.

• Application timelines and submission deadlines.

Recommended for
District Administrators, Site Administrators, Counselors, Support Staff, Higher Education, and Community-based Organizations

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Key Legislation Ensuring All Students Have Equal Support in Completing Student Financial Aid Applications

LCFF Priorities: **4** **5** **8**

Cal-SOAP
Level 1: Universal
Learning Community

Description
Recent state statute (AB 469) ensures that all high school students in the 12th grade complete and submit a Free Application for Federal Student Aid or a CA Dream Act Application. The California Student Opportunity and Access Program (Cal-SOAP) mission is to help low-income and first-generation college students complete the application process so they can access financial aid for education and career/technical training beyond high school. The Cal-SOAP consortium is comprised of high school counselors and administrators, college admissions and outreach staff, and community members.

Participants will:

• Receive line-by-line instruction on completing the Free Application for Federal Student Aid Application (FAFSA) and the CA Dream Act Application (CADAA)

• Learn best practices to improve FAFSA and CADAA completion rates

• Participate in quarterly meetings to share information and networking opportunities

Recommended for
District Administrators, Site Administrators, Counselors, Support Staff, Higher Education, and Community-based Organizations

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Leading from the Inside Out: Creating and Sustaining Equitable Systems, Structures, and Practices

LCFF Priorities: **4** **5** **6**

Prevention and Early Intervention
Level 1: Universal
Workshop/Training/Conference

Description
This module invites education leaders to explore the ways in which inequity and oppression at myriad levels (personal, institutional, and societal) play out in classrooms leading to unequal outcomes for students.

Participants will have an opportunity to explore outward facing questions such as:

- What are the specific disparities/inequities we are seeking to eliminate?
- How do we understand the forces behind the inequity?
- Who are the people most affected by the current inequity?
- What will equity/racial equity in our outcomes look like, and how will we know?

Participants will also engage in self-reflection, considering questions such as:

- How have I benefited from or been marginalized by the current conceptions of schooling in the United States?
- When have I allowed the status quo to persist?
- How can I facilitate courageous conversations at my school/district and create braver and safer spaces for meaningful equity work to happen in my school/district?

Recommended for
TK–12, District Office, County Office, Teachers, Administrators, Support Staff, Instructional Coaches, Counselors, Instructional Assistants/Paraprofessionals, Adult Education, and Expanded Learning Staff

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After School and Education Safety (ASES), Expanded Learning Opportunities – Program (ELO-P), and 21st Century Community Learning Centers (CCLC)

LCFF Priorities: 4 6

**District and School Support: Expanded Learning
Level 2: Specialized
District/Site Support**

Description
The Regional Lead for Expanded Learning Grant Managers and Program Providers for the After School and Education Safety (ASES), Expanded Learning Opportunities – Program (ELO-P), and 21st Century Community Learning Centers (CCLC) will provide technical assistance including, but not limited to:

• Grant consultation

• Brokering of resources

• Information on professional development and training

• Mentoring and coaching

Recommended for
K–12 Expanded Learning Staff

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College and Career Readiness for Foster Youth

LCFF Priorities: **4**   **6**   **10**

Foster Youth and Homeless Services
Level 1: Universal
Workshop/Training/Conference

Description
There is a shocking disparity between the number of foster youth who aspire to a college-level education and those who achieve this goal. Participants will learn ways to assist foster youth in overcoming some of the barriers they face in continuing their education along with the eight components school counselors use to inspire all K-12 students to be prepared for and access college.

Participants will:

· Learn of financial aid available to foster youth and how to access it.

· Learn the multi-step process of enrollment, including assessments, applications, and securing financial aid.

· Learn the importance of foster youth exploring college and career options as early as possible to instill college aspirations.

· Learn various post-secondary options, including community college, four- year university, certificate programs, military, and career and technical schools.

· Receive information regarding transition support through local college and university Foster Youth Support programs, Extended Foster Care (AB 12), and the Independent Living Program.

Recommended for
6–12, County Office, Administrators, Support Staff, Expanded Learning Staff, and School Counselors

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Key Legislation Supporting Academic Achievement for Foster Youth

LCFF Priorities: **5** **6** **7** **10**

Foster Youth and Homeless Services
Level 1: Universal
Workshop/Training/Conference

Description

National and state statutes ensure foster youth have the right to attend their school of origin, immediate enrollment, the timely transfer of records, earn partial credits, attend a fifth year of high school, or graduate with a reduced number of credits. Participants will learn about these rights and the resources available to better address the educational needs of foster youth.

Participants will:

• Learn which students are considered "foster youth" under the State's Local Control Funding Formula.

• Understand the unique educational needs and rights of foster youth.

• Learn about transition supports, resources, and district responsibilities to facilitate school placement changes.

• Learn of the right of foster youth to obtain a high school diploma through a graduation exemption—also known as Assembly Bill 167/216—including the eligibility criteria, notice requirements, and the possible impact on the youth's post-secondary options.

• Receive a copy of the California Foster Care Education Law Fact Sheets and other resources.

Recommended for

K–12, Social Workers, Probation, District Office, County Office, Administrators, and Counselors

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Key Legislation Supporting Academic Achievement for Homeless Children and Youth

LCFF Priorities: **5** **6** **7**

Foster Youth and Homeless Services: Project TEACH
Level 1: Universal
Workshop/Training/Conference

Description
National and state statutes ensure homeless children and youth have guaranteed rights and protections. These include the right to enroll in their school of residence prior to presenting personal documents, attend their school of origin, receive transportation support to attend their school of origin upon request, earn partial credits, attend a fifth year of high school, and graduate with a reduced number of credits (if student meets required criteria).

Participants will:

- Learn how to determine which students meet the criteria of being homeless under the McKinney-Vento law.
- Understand the unique educational needs and rights of youth experiencing homelessness.
- Learn of the right of youth experiencing homelessness who meet the eligibility requirements to obtain a high school diploma through a graduation exemption, also known as Assembly Bill 1806; including the eligibility criteria, notice requirements, and the possible impact on the youth's post-secondary options.
- Receive tools to assist in determining a student's eligibility for homeless status and other resources.

Recommended for
Early Learning, TK–12, Teachers, Administrators, Support Staff, and Counselors

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Supporting Foster Youth: Understanding School Discipline and Supporting Positive Behavior

LCFF Priorities: **3**   **6**   **10**

Foster Youth and Homeless Services
Level 1: Universal
Workshop/Training/Conference

Description
Foster youth often experience multiple placement and school moves and this instability, combined with the trauma of being removed from their parents, can result in behavioral problems in school. Learn how to work with caregivers and schools to support positive student behavior.

Participants will:

- Learn best practices administrators and school staff use to modify student behavior.

- Learn possible interventions to use before more formal discipline actions such as suspension and expulsion.

- Learn about Behavior Support Plans (BSPs) or Behavioral Intervention Plans (BIPs).

- Learn when administrators can suspend students, the maximum days per offense, mandatory expulsions, due process, and terms of expulsions.

- Learn about the services special education students are entitled to during suspension and the Manifestation Determination process.

Recommended for
K–12 County Social Workers, Administrators, and School Staff

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Sacramento County Coalition for Youth

LCFF Priorities: **3**   **6**

Prevention and Early Intervention
Level 1: Universal
Learning Community

Description
Sacramento County Department of Health Services, Substance Use Prevention and Treatment, initiated a contract with SCOE to develop the Sacramento County Coalition for Youth. The coalition has an action plan of prevention strategies designed to create community action to prevent youth substance use.

Participants will:

- Participate in monthly meetings to develop ongoing prevention projects.
- Build partnerships among prevention and treatment providers, youth, local leaders, and community members in Sacramento County.
- Have ongoing training opportunities to build capacity around alcohol and other drug prevention.
- Learn from other coalitions about best practices in prevention.
- Develop strategies to address youth access to substances, develop targeted media messaging, address current laws, policies, and practices, and understand and redirect social norms.
- Leverage a wide variety of existing and potential resources, individuals, entities, organizations, and successful national and local campaign models to implement its action plan.
- Measure progress, collect data and set benchmarks to prevent and reduce youth substance abuse.

Recommended for
6–12 Administrators, Teachers, Community Members, Parents, and Youth

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Solutions to Bullying

LCFF Priorities: **6** **8**

Prevention and Early Intervention
Level 1: Universal
Workshop/Training/Conference

Description
Training focuses on Bullying Prevention, Dynamics of Bullying and Cyberbullying, Updates, and Intervention Strategies.

This training will address critical issues facing schools when dealing with bullying, cyberbullying, and harassment, including current legislation, mandates, compliance and reporting requirements. Topics include: current laws and legal updates; investigation and follow-up procedures on reported or suspected bullying; developing policies/protocols, strengthening comprehensive Safe School plans by linking bullying prevention and intervention efforts assessing the school campus, establishing effective training, and monitoring progress; importance of building and maintaining a positive school culture.

Model approaches will be covered with strategies for Tier I, II, and III relating to bullying, cyberbullying, and harassment. A focus area will be Tier II and III strategies to effectively intervene in bullying. Topics include: the dynamics of bullying and cyberbullying; linking bullying prevention to mandated comprehensive safe school plans; implementing a tiered system of prevention and intervention.

Recommended for
TK–12, District Office, County Office, Teachers, Administrators, Support Staff, Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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Student Mental Health Wellness Collaborative (SMHWC)

LCFF Priority: 6

Prevention and Early Intervention
Level 1: Universal
Learning Community

Description

The focus on student mental health and wellness has increased significantly since the Student Mental Health and Wellness Collaborative (SMHWC) was formed in June 2009. As more opportunities to provide early identification and intervention of mental health issues become available, the Collaborative remains a strong vehicle for information sharing and networking opportunities between mental health agencies, education agencies, and community members.

The Collaborative is comprised of county and community mental health staff, educators, health care workers, and community members who have a vested interest in promoting and supporting student mental health and wellness and creating an environment that encourages cross-collaboration and common language between education and mental health providers.

Recommended for

Mental Health Providers, County Mental Health Staff, General Community Members, District Office, County Office, Administrators, Teachers, and Counselors

ⓘ More Information

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Suicide Prevention: Question, Persuade, and Refer (QPR)

LCFF Priority: 6

Prevention and Early Intervention
Level 1: Universal
Workshop/Training/Conference

Description
This two-hour workshop is designed to provide participants a simple and basic introduction to suicide prevention. QPR stands for Question, Persuade, and Refer—three simple steps that anyone can learn to help save a life from suicide. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver to help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.

Recommended for
K–12, Adult Education, District Office, County Office, Higher Education, Teachers, Administrators, Support Staff, Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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Improving Equitable Outcomes with Social Emotional Learning (SEL)/Academic Integration

LCFF Priorities: **4** **5** **6**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description
In order to improve academic outcomes, Social Emotional Learning (SEL) must be explicitly taught and integrated into daily classroom routines, practices, and across content. SEL/Academic integration is a universal approach that includes the following three strategies: Nurturing a supportive classroom climate, integrating SEL into academic instruction, and explicitly teaching/ reinforcing SEL skills.

Participants will:

• Learn the three essential strategies of SEL/Academic integration and why they matter.

• Learn how to support classroom climate with three SEL Signature Practices and the approach of Establish, Maintain, Restore.

• Learn how to integrate SEL into academic instruction using the strategy of Anticipate, Reinforce, and Reflect.

• Learn how to explicitly plan for SEL instruction that is developmentally appropriate and culturally responsive.

Recommended for
K–12 Administrators

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Integrating Restorative Practices and Social Emotional Learning (SEL)

LCFF Priorities: 5

District and School Support: Curriculum and Instruction
Level 1: Universal
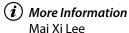**Workshop/Training/Conference**

Description
This series is designed for classroom teachers, school staff, and administrators at any level, K–12. These modules will introduce key concepts of building a Restorative Practices (RP) approach and will highlight key Social Emotional Learning (SEL) principles that support a Restorative Practices culture at the classroom, school, or district level. We will look at fundamentals behind Restorative Practices and SEL, including data that supports RP/SEL as a means to increase academic engagement, reduce disproportionate discipline, and improve overall mental health and wellness of both students and adults.

1. Introduce key concepts of building a Restorative Practices mindset

2. Highlight key SEL principles that support a Restorative Practices culture at the classroom, school, or district level

3. Explore ways in which Restorative Practices support your Diversity, Equity, and Inclusion work

4. Provide strategies that will increase academic engagement, reduce disproportionate discipline, and improve the overall mental health and wellness of both students and adults

Recommended for
Early Learning (Infant to PreK), Universal Prekindergarten, Transitional Kindergarten, and K–12 Teachers, Administrators, District Office, County Office, Support Staff, Instructional Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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RULER Training for School-wide Social Emotional Learning

LCFF Priorities: **5** **6**

Prevention and Early Intervention
Level 1: Universal
Workshop/Training/Conference

Description
Schools are uniquely positioned to address the complex challenges facing students, including mental health needs, and help students develop the needed Social and Emotional skills which further develop and set the conditions for learning. SCOE is partnering with the Yale Center for Emotional Intelligence to provide training in the evidence-based Social Emotional Learning approach, RULER.

The goal of RULER is to create emotionally intelligent schools and districts. RULER is the acronym for: Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. Supported by a team from Yale and SCOE, the RULER training consists of:

• Schools select a team of 3 to attend the initial, 2-day summer training.

• School teams integrate RULER practices into school.

• School teams develop classroom interventions and curricular supports for all students in the school (MTSS Tier I intervention).

Recommended for
K–12 District Administrators, County Offices of Education, Teachers, Support Staff, and Counselors

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Social Emotional Development in Early Learning

LCFF Priorities: **5** **6**

Early Learning
Level 1: Universal
Workshop, Learning Community, and District/Site Support

Description

Social Emotional competency is an important indicator of future academic and personal success. Children enter classrooms with varying degrees of social emotional competency, so it is essential that social emotional skills are intentionally taught and utilized in order to develop competency. Social emotional skills and knowledge can reduce challenging behaviors and support a positive early learning experience in the classroom for both children and teachers. Early learning professionals can enhance their knowledge of best practices and strategies to support social emotional learning in the classroom through engagement in opportunities:

Topics include:

- California Teaching Pyramid Professional Learning, Coach and Trainer Authorization, Leadership Team participation
- California Preschool Instructional Network (CPIN) Professional Learning in Self, Social Interactions, and Relationships
- Positive Adult–Child Interactions
- Ages and Stages Questionnaire—Social Emotional trainings
- Trauma Informed Practices
- Talking with Parents About Concerns

Recommended for

Early Learning (Infant/Toddler/Preschool/Transitional Kindergarten) Teachers, Administrators, Coaches, Paraprofessionals, Behavioral Support Staff, and others working with children in an early learning setting

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Social Emotional Learning (SEL) Community of Practice

LCFF Priorities: **5** **6**

Prevention and Early Intervention
Level 1: Universal
Learning Community

Description
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Goals for the CoP include:

- Offering a collaborative space for professional learning around SEL and connected equity efforts.
- Providing ongoing networking and sharing of best practices.
- Integrating district/school action planning opportunities.
- Showcasing successful SEL efforts in districts/schools.

Recommended for
Community-Based Organizations, Early Learning, TK–12, Adult Education, District Office, County Office, Higher Education, Teachers, Administrators, Support Staff, Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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Transformative Social Emotional Learning: Building and Sustaining the Capacity of School and District Staff

LCFF Priorities: **5** **6**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description
Transformative Social Emotional Learning (TSEL) expands on existing SEL frameworks to support the goals of diversity, equity, and inclusion. Nurturing and reinforcing the TSEL expressions of Identity, Belonging, Agency, Curiosity, and Collaborative Problem Solving will support students to feel seen and heard, and improve overall student engagement toward more equitable outcomes.

This workshop will be a train the trainer series, intended to build the capacity of school and district staff to lead TSEL learning modules. Participants will learn how to effectively facilitate TSEL learning modules for their schools and district.

Recommended for
K–12 Teachers, Counselors, Coaches, and Administrators

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Understanding and Supporting Escalated Students

LCFF Priorities: **6**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description
This learning series incorporates Social Emotional Learning approaches and Restorative Practices into supportive strategies for students or adults in before, during, and after crisis escalation. Participants will learn how to prevent, support, and repair from escalation.

Session will:

1. Introduce key concepts of trauma-informed care.

2. Weave in Social Emotional Learning and Restorative Practices principles to support escalated students.

3. Dive into the "crisis cycle" and learn concrete strategies you can implement immediately to prevent, respond to, and repair harm from behavioral crises.

Recommended for
Early Learning (Infant to PreK), Universal Prekindergarten, Transitional Kindergarten, and K–12 Teachers, Administrators, District Office, County Office, Support Staff, Instructional Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

(*i*) *More Information*
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Culture, Climate, and Equity

Attendance and Engagement Network

LCFF Priority: `5`

Cross-Departmental Team
Level 1: Universal
Learning Community

Description
Regular student attendance is critical to learning. Students who don't attend school have a much higher likelihood of not graduating from high school. To support schools and school districts in this work, SCOE facilitates a quarterly countywide attendance improvement meeting that is open to all school districts in Sacramento County.

The meetings focus on discussing best practices for improving student attendance, resources, challenges, and coordination among districts. The desired outcome is a coordinated countywide effort to improve attendance outcomes. As needed, the group also discusses issues related to truancy reduction and the Student Attendance Review Board (SARB) process.

Recommended for
K–12 Administrators, Support Staff, Attendance Coordinators, and Behavior/Student Services Coordinator

ⓘ *More Information*
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Family and Community Engagement

Cash for College Regional Coordinating Organization (RCO)

LCFF Priorities: **3** **4** **6**

Sacramento Cal-SOAP Consortium
Level 1: Universal
District/Site Support

Description

The Cash for College training workshops are designed for school and parent leaders who want to learn more about the student financial aid process. Participants will learn how to assist students and families in completing the Free Application for Federal Student Aid and the California Dream Act Application.

Participants will learn about:

- Financial aid available to students and how to access it.

- Eligibility requirements for student financial aid.

- Cash for College workshops in our region.

- How their school site can host a Cash for College workshop.

Recommended for

Grades 9–12 Administrators, Counselors, Teachers, Parent Educators, and Support Staff

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College and Financial Aid Workshops

LCFF Priorities: **3** **4** **6**

Sacramento Cal-SOAP Consortium
Level 1: Universal
District/Site Support

Description
Students, particularly those from low-income families or from communities without a strong culture of college attendance, lack information about post-secondary opportunities and the availability of financial aid.

Cal-SOAP provides college and financial aid workshops to secondary school students. Workshops target school-wide cohorts of high school juniors and seniors with the goal of increasing 1) awareness of college options, 2) awareness of the availability of financial aid, and 3) application to, admission to, and enrollment in postsecondary institutions.

Cal-SOAP also provides individual assistance to students in reviewing transcripts and selecting courses, choosing colleges, completing college and financial aid applications, and assisting with application follow-up.

Topics include:

- College options and entrance requirements
- Transcript review and self-evaluation
- College applications
- Financial aid literacy
- Student financial aid resources and application
- Student loan education
- Career Technical Education (CTE) and community college opportunities

Recommended for
Grades 11–12 Students and Families

(i) **More Information**
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Communication with Families of English Learners: Connecting Families, Cultures, and Languages

LCFF Priorities: **3**   **4**

District and School Support: English Learners
Level 1: Universal   **Level 2: Specialized**
Workshop/Training/Conference

Description

Communication is a critical factor in building relationships. The families of multilingual-English learners need explicit and clear communication that builds a bridge between the home and school cultures. This session will explore the guidelines for providing accessible information to families of multilingual-English learners, best practices to establish meaningful relationships with the families by examining our own biases through scenarios. It includes resources to build upon assets that multilingual families and students bring.

Recommended for

K–12 District Office, County Office, Teachers, Support Staff, Counselors, and Instructional Assistants/Paraprofessionals

(i) ***More Information***
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Early Learning Family Engagement

LCFF Priorities: 3

Early Learning
Level 1: Universal
Workshop/Training/Conference

Description
Building positive, collaborative relationships that enhance partnerships which inform and empower families are essential to student success. SCOE's Early Learning department provides professional learning and technical assistance to strengthen or expand early learning providers' knowledge and utilization of effective strategies for Family and Community Engagement, including social emotional development, trauma informed care, and the utilization of ASQ/ASQ-SE for collaborative support for children between families and caregivers.

Topics include:

- Strengthening Families
- Family, Partnership, and Culture
- Teaching Pyramid for Families
- Partnering with Parents
- Talking to Parents About Concerns

Recommended for
Early Learning (Infant to TK) Program Administrators, Teachers, and Staff

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Educational Rights and Resources for Youth Experiencing Homelessness

LCFF Priority: **3**

Foster Youth and Homeless Services
Level 2: Specialized
Workshop/Training/Conference

Description
Parents and legal guardians are the primary education decision makers for their children. Parents of young people experiencing homelessness need to know their children's rights to effectively make these decisions and access the resources their children need.

Parents and guardians will:

• Learn about the kinds of living situations that are considered homeless under education statutes.

• Understand the rights of children and youth experiencing homelessness.

• Learn about the types of resources and supports available through the schools and community for parents and children experiencing homelessness.

• Understand parents' responsibilities to support the education of their children.

Recommended for
Early Learning and TK–12 Parents and Guardians

ⓘ *More Information*
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Engaging with Your Community on the California School Dashboard

LCFF Priorities: **3**   **4**

Center for Student Assessment and Program Accountability (C-SAPA)
Level 1: Universal
Workshop/Training/Conference

Description
Are you curious about the California School Dashboard and how to talk to community members about your school's or district's performance?

In this workshop, participants will:

- Learn how to talk about the California School Dashboard to a parent-level audience.
- Review existing resources around the Dashboard.
- Create presentations that display your local performance on all statewide indicators.

Recommended for
K–12 District Office, County Office, and Administrators

(i) More Information
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Family and Community Engagement (FACE) Network

LCFF Priority: **3**

Cross-Departmental Team
Level 1: Universal
Learning Community

Description
There is a powerful connection between student achievement and parent engagement. Educational leaders play a critical role in empowering educators and families to connect, engage, and work together so that all students can succeed.

To promote family and school partnerships, SCOE is convening a Family and Community Engagement (FACE) network for district and school leaders to:

• Develop district and local leadership capacity;

• Share best practices;

• Problem solve common issues; and

• Create a collective impact for change.

Network events will include bi-annual FACE Summits and FACE Workshops facilitated by SCOE departments.

Recommended for
Early Learning and TK–12 District and School Leaders

ⓘ *More Information*
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Family Science Nights

LCFF Priorities: **2** **3**

District and School Support: Curriculum and Instruction
Level 1: Universal
District/Site Support

Description

The SCOE Science, Technology, Engineering, and Math (STEM) team facilitates and provides resources, support, and training for Family Science Nights that are hosted at school sites. The science nights are designed to engage students, parents, and teachers collectively in design/investigation challenges during which participants gain a deeper understanding of STEM-related concepts.

The challenges all have a design approach to them, similar to a Makerspace. The Family Science Nights are set up with 4 to 7 design challenges that students, parents, and teachers equally find inviting, and participants are free to roam from station to station working together to solve the challenges.

Recommended for

TK–12 Teachers, Administrators, Coaches, and Expanded Learning Staff

(i) More Information
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High-Impact Family and Community Engagement

LCFF Priorities: **3**

District and School Support: Planning and Improvement
Level 1: Universal
Workshop/Training/Conference

Description
Positive, collaborative relationships that build partnerships with families are key to student success. This workshop will expose attendees to frameworks for parent and family engagement that align to the state's priorities, and metrics that can be included in the Local Control and Accountability Plan (LCAP) or School Plan for Student Achievement. Participants will explore a variety of strategies that shift engagement from low-impact to high-impact with interactive activities for team planning and brainstorming.

Recommended for
K–12 District Office, County Office, Administrators, Counselors, Paraprofessionals, Parents

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Improving Family Engagement to Support Educational Outcomes

LCFF Priorities: **2** **3**

**Seeds of Partnership
Level 1: Universal
District/Site Support**

Description

Seeds of Partnership provides assistance on behalf of the California Department of Education (CDE) Special Education Division (SED) to support the direction, initiatives, and activities that are a part of the State Performance Plan (SPP) related to the Individuals with Disabilities Education Act (IDEA) Indicators, such as parent involvement, family outcomes, preschool least restrictive environment. Seeds of Partnership also provides statewide, coordinated technical assistance to the Family Empowerment Disability Council.

Through collaborative efforts, this project supports, creates, provides, and maintains varied resources and materials to support CDE and Local Educational Agencies (LEAs) to increase improvement of partnerships and provide professional learning resources that will assist in the improvement of family engagement practices and educational outcomes.

This project coordinates parent input components of the CDE monitoring review process. It also identifies, creates, and highlights family engagement resources from infant through secondary transition that promote and encourage family-school partnerships and improved student outcomes.

Recommended for

Early Learning, TK–12, Adult Education, California Department of Education, District Office, County Office, Higher Education, Parents, Teachers, Administrators, Support Staff, Coaches, and Instructional Assistants/Paraprofessionals

(i) More Information

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The Role, Rights, and Responsibilities of Education Rights Holders for Foster Youth

LCFF Priorities: **3**   **6**   **10**

Foster Youth and Homeless Services
Level 2: Specialized
Workshop/Training/Conference

Description

Education rights holders have the authority to make education decisions for a foster child. Learn about the crucial role the education rights holder plays in special education evaluations, Individualized Education Programs (IEPs), school placement, and school discipline issues.

Participants will:

- Learn who can and cannot hold education rights and when the court may order a surrogate.
- Understand the education rights of foster youth including school stability, immediate enrollment, school of origin, partial credits, and AB 167/216 graduation.
- Learn the definition of school of origin and the role it plays in promoting academic success and stability.
- Understand the unique education challenges of foster youth.
- Review the California Rules of Court and forms (JV-535 and JV-536) used to identify an Education Rights Holder.
- Learn the definition of *school of origin* and the best interest determination process.

Recommended for
K–12 Probation, District Office, County Office, Teachers, Administrators, Support Staff, Counselors, and Instructional Assistants/Paraprofessionals

i More Information
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Youth Mental Health First Aid

LCFF Priorities: **3** **5**

Prevention and Early Intervention
Level 1: Universal
Workshop/Training/Conference

Description
Youth Mental Health First Aid (YMHFA) is a basic public education program that teaches individuals how to help a youth experiencing a mental health crisis. Using an interactive format, this eight-hour course utilizes role-playing and simulations to demonstrate how to assess a mental health crisis, provide initial help, and connect young people to professional, peer, social, and self-help care.

Topics include:

- Risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, attention deficit hyperactivity disorder (ADHD), disruptive behavior disorders, and substance abuse disorders.

- A core five-step action plan to support an adolescent developing signs and symptoms of mental illness or who is in an emotional crisis.

Recommended for
K–12 Parents, Caregivers, Community Members, Clergy, Support Staff, Non-instructional School Staff, Teachers, Administrators, Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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Special Education

- Special Education Information System (SEIS) Training

- SELPA (Sacramento County Special Education Local Plan Area)

Special Education Information System (SEIS) Clerical District Support

LCFF Priorities: **2**   **4**   **5**

Special Education SCOE/SELPA
Level 1: Universal
District Support

Description
The Sacramento County SELPA, along with the Sacramento County Office of Education Special Education program staff, provide on-site training and technical assistance for SELPA district staff to help them be successful in navigating and troubleshooting district-specific issues with their Special Education data in SEIS. Training and support will be customized based on SELPA district staff needs.

Recommended for
Early Learning and TK–12 Special Education, Administrators, and Support Staff

ⓘ **More Information**
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Special Education Information System (SEIS) User Meetings

LCFF Priorities: **2** **4** **5**

Special Education SCOE/SELPA
Level 1: Universal
Learning Community

Description
SEIS Users Meetings are for clerical staff who manage the special education data for the districts in our Special Education Local Plan Areas (SELPA) and in our region. The SEIS Users meeting is held regularly for SEIS users in the Sacramento County SELPA and is open for SEIS users throughout the Region 3 area a couple times a year.

This group discusses common issues with special education data reporting, such as changes in State reporting processes and meeting Individualized Education Plan (IEP) timelines with accuracy. This group works to find solutions and share ideas on best practices in order to help agencies show the most accurate picture of their students' educational journey.

Recommended for
TK–12 Special Education, Early Learning, and Support Staff

ⓘ **More Information**
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Special Education Information System (SEIS) Workshop

LCFF Priorities: **2**   **4**   **5**

**Special Education SCOE/SELPA
Level 2: Specialized
Workshop/Training/Conference**

Description
The Sacramento County Special Education Local Plan Areas (SELPA), along with the Sacramento County Office of Education Special Education program staff, are providing a SEIS administrator-level workshop. The workshop will focus on how clerical and data administrators from each of our SELPA districts can help their team navigate the Individualized Education Program (IEP) process within the SEIS program, fix errors, and run searches and reports to help prepare for the California State data reporting process.

This is a full-day workshop geared toward answering specific questions and concerns and training new staff so they will be able to convey important information to their district staff who use the SEIS program daily. Participants will be able to navigate through complex data issues with confidence.

Recommended for
Early Learning and TK–12 Special Education, Administrators, and Support Staff

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SELPA: Community of Practice (CoP) – Improving the School Intervention Process Through Collaboration

LCFF Priorities: **5** **6** **8**

Special Education SCOE/SELPA
Level 1: Universal
Learning Community

Description

The needs of students are constantly changing. Having highly trained special education staff participate in identifying appropriate interventions and supports for students prior to referring students for Special Education services is imperative in the school system.

Through collaboration, we will increase the knowledge and abilities of site-based special educators in having an active role in a school's prevention and intervention process.

Recommended for

K-12 General Education and Special Education Administrators, Psychologists, Counselors, and Speech Pathologists

(i) **More Information**
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SELPA: Curriculum Training

LCFF Priorities: **5** **6** **8**

**Special Education SCOE/SELPA
Level 2: Specialized
Workshop/Training/Conference**

Description

Curriculum is a scope and sequence of instruction. Curriculum is essentially what tells you what to teach and when to teach it. It is a set of skills, sometimes based on developmental norms, sometimes linked to state standards or core standards, and sometimes not. Students with disabilities often require accommodations and modification to the core standards curriculum in order to progress on their goals.

Keeping in mind the needs of our higher functioning students who may require social skills instruction, to our students with more significant needs, teachers and service providers use supplemental and/or alternative curriculum to support students.

Participants will be trained in research-based curriculums that support the unique needs of students with disabilities.

Recommended for

K–12 Special Education Teachers and Support Staff

(i) More Information

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SELPA: Educationally Related Mental Health Services Collaborative

LCFF Priorities: **5** **6**

Special Education (SCOE/SELPA)
Level 2: Specialized
Learning Community

Description
With an emphasis on the expanding role of providing mental health services in schools, the collaborative gives participants an opportunity to ask questions, share information, request help, and connect with others who have shared experiences. This is a group meeting that extends throughout the school year. The purpose is to provide a forum for those who provide mental health services to school districts throughout the SELPA and surrounding areas, to collect new information, address concerns, disseminate information, address best practices, and share ideas and other resources.

Topics can include:

- Suicide Prevention
- Trauma Awareness
- Substance Abuse
- Bullying
- Counseling Strategies
- Lesbian, Gay, Bi-sexual, Transgender, or Questioning (LGBTQ) Issues

Recommended for
Early Learning and TK–12 Special Education Psychologists, Social Workers, Behavior Management Technicians (BMTs), and Counselors

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SELPA: Special Education Legal Updates and Training

LCFF Priorities: **5** **6**

Special Education SCOE/SELPA
Level 1: Universal
Workshop/Training/Conference

Description

Heather Edwards, Attorney, provides legal updates and seminars four times a year for specialists and administrators. The interactive trainings set a legal standard for district programs by ensuring current understanding of latest developments and implementation of strong, legally compliant educational programs for students and training topics focus on due process, IEP implementation and compliance, and alternative dispute resolution.

Heather Edwards represents school districts, county offices of education, special education local plan areas (SELPAs), charter schools, nonpublic schools/agencies, and private schools in various aspects of education law. She has extensive experience in the areas of special education, student issues, employment, labor relations, charter schools, and issues unique to county offices of education.

In the area of special education, Ms. Edwards has represented educational agencies at Individualized Education Program (IEP) meetings, mediations, due process hearings, state and federal court proceedings, and state and federal complaint procedures. She provides in-service training and workshops for her clients to assist them in their efforts to comply with the laws applicable to educating students with disabilities and is a frequent presenter at statewide conferences, including the Association of California School Administrators and the California Charter Schools Association.

Recommended for

Early Learning and TK–12 Special Education Program Specialists, General Education and Special Education Administrators, and Support Staff

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SELPA: Verbal De-escalation Training

LCFF Priorities: **5** **6**

**Special Education SCOE/SELPA
Level 2: Specialized
Workshop/Training/Conference**

Description
Training is provided in de-escalating behaviors through the Crisis Prevention Institute (CPI) program. Strategies are shared to help de-escalate students who are demonstrating pre-crisis behaviors or crisis-level behaviors.

Participants will learn a range of preventative techniques, de-escalation strategies, and communication skills. All strategies taught keep the philosophy of CPI which is to "promote the best possible Care, Welfare, Safety and Security for all involved in a crisis situation." Participants will learn that the majority of all communication takes place through the use of body language (kinesics), personal space (proxemics) and how we say, what we say (paraverbals).

Participants will also get an overview of the verbal escalation continuum which lies within the defensive level of the Crisis Development Model. Strategies taught include: how to set limits; use of the "broken record" technique; and how to provide choices which are enforceable, as well as reasonable.

Being able to identify behaviors in each of the behavior levels and knowing how to respond appropriately can help us to: intervene early and appropriately; avoid over/under reacting; and help us to possibly avert a potential crisis situation altogether.

Recommended for
K–12 Special Education Teachers, Administrators , Support Staff, and Counselors

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Systems Improvement

- Accountability

- Continuous Improvement

- Data and Research

English Learner Roadmap Implementation for Systemic Excellence (EL RISE!)

LCFF Priorities: **4** **6**

District and School Support: English Learners
Level 1: Universal   Level 2: Specialized
Workshop/Training/Conference

Description
Through EL RISE! SCOE offers a comprehensive professional learning opportunity that include workshops, institutes, strands, and forums which provide various entry points and levels of engagement for educators. The topics are delineated from the English Learner policy and highlight the diversity, equitable, and research-based practices for multilingual-English learners.

Goals:

1. Increasing educators' knowledge of the research-based practices for multilingual-English learners, and understanding of the implications for multiple roles and levels of the system

2. Building skills and strategies for implementing evidence-based practices

3. Facilitating the development of shared vision and priorities for local plans and implementation of the Roadmap leading to greater coherence

4. Supporting the design, improvement, and sustainability of strong research-based language acquisition programs and services for multilingual-English learners, including dual language programs

5. Developing local policies and LEA system mechanisms focused on the needs of multilingual-English learners.

Recommended for
Early Learning and TK–12 District Office, County Office, Teachers, Administrators, Support Staff, Instructional Coaches, Counselors, Instructional Assistants/Para-professionals, Expanded Learning Staff, and Parents

(i) **More Information**
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English Learner Roadmap for Systemic Excellence (EL RISE!) Capital Region English Learner-Multilingual Symposium

LCFF Priorities: **4** **6**

District and School Support: English Learners
Level 1: Universal   **Level 2: Specialized**
Workshop/Training/Conference

Description
There are more than 1.1 million English Learners in California classrooms. Over 94,000 are concentrated in California's Capital Geographical Area (Regions 3, 4). SCOE's English Learner-Multilingual Symposium is a one-day event focused on developing capacity for teacher, site, and central office leaders in support of more effectively meeting the needs of all language learners in their classrooms, schools, and districts.

The symposium includes:

- Renowned keynote speakers
- A variety of sessions provided by local practitioners
- Session topics on information, practices, and resources on supporting assets-oriented and needs-responsive schools. The Symposium will highlight innovative practices that help multilingual-English learners achieve to their highest potential.

Recommended for
Early Learning and TK–12 District Office, County Office, Teachers, Administrators, Support Staff, Instructional Coaches, Counselors, and Instructional Assistants/Paraprofessionals

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Multilingual Education Leadership Network (mELn)

LCFF Priorities: 2 4

District and School Support: English Learners
Level 1: Universal
Learning Community

Description

The Sacramento County Office of Education hosts quarterly meetings for Coordinators of English Learner programs in Sacramento County. Administrators from districts throughout the Capital Service Region (Region 3) are welcome to attend.

The purpose of these meetings is to provide timely, relevant, and reliable information on English Learner legislation such as the Every Student Succeeds Act and policy such as the English Learner Roadmap implementation. Additionally, meetings offer best practices to meet state and federal accountability requirements and resources for assisting districts to increase student achievement across all subgroups. Staff from the California Department of Education and other agencies are frequently invited to present new information and answer questions. Participants value the opportunity to collaborate and share information with colleagues from other districts. Members are asked to disseminate information provided to them during meetings to the schools in their districts.

Recommended for

K–12 District Office, County Office, Teachers, Administrators, and Coaches

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Charter School Support

LCFF Priorities: 4

District and School Support: Planning and Improvement
Level 1: Universal
District/Site Support

Description
In an effort to deepen partnership and provide customized support, SCOE offers expanded technical assistance to charter school leaders and charter management organizations. SCOE staff with expertise in continuous improvement, state and federal programs, accountability, and fiscal management provide workshops and consultation based on the needs of the county's charter schools.

Potential areas of assistance:

- Developing an effective LCAP
- Planning requirements for new state programs such as ELO-P or Universal Pre-K
- Understanding the California School Dashboard
- Fiscal requirements and deadlines
- Williams School Inspections

This opportunity is proactive in learning the unique nuances of each charter school. SCOE will be a reliable thought partner in helping charter leaders resolve complex issues and find deep, meaningful ways to support students toward improved outcomes.

Recommended for
District Office, Administrators, Support Staff, Parents, Families, and Instructional Coaches

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Local Educational Agency Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Workshop

LCFF Priorities: 4

District and School Support: Planning and Improvement
Level 2: Specialized
Workshop/Training/Conference

Description
The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Schools that meet the criteria for CSI or ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. This workshop will review CSI/ATSI Local Educational Agency (LEA) require-ments and provide resources for leading schools through school level data review, root cause analysis, developing a problem of practice, developing goals and strategies and monitoring CSI/ATSI plan implementation.

Topics include:

- LEA CSI Requirements including providing support for identified schools and monitoring and evaluating plan effectiveness

- CSI Plan Requirements

- LEA ATSI Requirements

- ATSI Plan Requirements

- ATSI Indicator Analysis Tool

- Continuous Improvement Resources

Recommended for
District Office

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Local Control Accountability Plan (LCAP) Technical Assistance

LCFF Priorities: **4** **5** **6**

District and School Support: Planning and Improvement
Level 1: Universal
District/Site Support

Description

The LCAP is a comprehensive strategic plan for ALL students. It serves as a continuous improvement tool, a blueprint to address local needs, a document that communicates to educational partners how equity will be operationalized, and a living document collaboratively developed with meaningful engagement with all educational partners.

The team has extensive experience and expertise providing LEAs with guidance and training in developing the LCAP. LEAs and charter schools are provided with training sessions and site-based support.

Recommended for

K–12 District Office Administrators and Fiscal Staff

More Information

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School-Level Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Workshop

LCFF Priorities: 4

District and School Support: Planning and Improvement
Level 2: Specialized
Workshop/Training/Conference

Description
The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Schools that meet the criteria for CSI or ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes.

This workshop will review CSI or ATSI School/Site requirements and provide resources for leading school teams through school-level data review, root cause analysis, developing a problem of practice, developing goals and strategies and monitoring their CSI or ATSI plan implementation.

Topics include:

- CSI Plan Requirements
- ATSI Plan Requirements
- ATSI Indicator Analysis Tool
- Continuous Improvement Resources

Recommended for
Administration, District Office

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School Plan for Student Achievement (SPSA) Development Workshop

LCFF Priorities: **4** **5**

District and School Support: Planning and Improvement
Level 2: Specialized
Workshop/Training/Conference

Description
The School Plan for Student Achievement (SPSA) is a strategic plan for an individual school's improvement process. The plan is developed by identifying root causes of student challenges and identifying and implementing research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards.

The Every Student Succeeds Act (ESSA) requires schools receiving Title I funds and operating a schoolwide program (SWP)— or schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI)— to develop a school plan. EC Section 64001 specifies that schools and districts that receive state and federal (or other applicable) funding through the district's Consolidated Application process prepare a SPSA for any recipient school.

The SPSA workshops will:

• Provide an overview of the SPSA and site council requirements.

• Provide tools and strategies for analyzing data and input to develop a thorough needs assessment and SPSA evaluation.

• Assist plan developers in researching evidence-based practices to develop high-leverage actions.

Recommended for
District and Site Administrators, Assistant Principals, and other District and Site Staff

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State and Federal Programs Network

LCFF Priority: `1` `4`

District and School Support: Planning and Improvement
Level 2: Specialized
Learning Community

Description
State and Federal accountability standards are complex and are frequently updated. Staff responsible for the Local Control and Accountability Plan, Title I and Title III plans, the Consolidated Application, and other school plans must be knowledgeable about education policy and applications. The Planning and Improvement team hosts monthly meetings for leaders to immerse themselves in these topics. District and charter school administrators from throughout the Capital Service Region (Region 3) are welcome to attend.

The purpose of these meetings is to:

- Provide timely and pertinent information on the implementation of the Every Student Succeeds Act (ESSA)
- Update attendees on state and federal accountability requirements
- Share resources for assisting districts to increase student achievement across all student groups

Staff from the California Department of Education frequently join the network meetings to present new information and answer questions. This colleagueship fosters collaboration and information sharing in a spirit of continuous improvement.

Recommended for
K–12 District Office and Charter Administrators

(i) **More Information**
Cathy Morrison
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Title III Guidance

LCFF Priorities: **3**   **4**

District and School Support: English Learners
Level 1: Universal
District/Site Support

Description
SCOE's Curriculum and Instruction team provides local education agencies assistance in meeting Title III/English Learners reporting requirements. Title III or the Language Instruction for English Learners and Immigrant students program assists school districts with teaching English to limited-English-proficient students and helping these students meet the same challenging state standards required of all students.

Services include:

Guidance
- Developing Title III Every Student Succeeds Act (ESSA) Plan Template/formerly referenced as Local Control and Accountability Plan (LCAP) Addenda
- Reviewing and providing feedback on the Title III ESSA Plan
- Selecting areas of focus and defining specific actions and services
- Alignment and intersectionality for SPSA and LCAP development and implementation

Support
- Monitoring implementation of progress and strengthening district infrastructure
- Providing technical support with the California Monitoring Tool (CMT)
- Meeting the Federal Program Monitoring demands successfully

Coaching
- Evaluating the components in the Title III Plan
- Evaluating English Learner Program at the district, school, and charter levels

Recommended for
TK–12 Administrators

(i) **More Information**
Graciela García-Torres
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Williams Technical Assistance

LCFF Priorities: 1

Planning and Improvement
Level 1: Universal
District/Site Support

Description
This training is designed for leaders of schools—whether new or experienced with the Williams inspection. We will help you understand what the Williams inspection looks like, including best practices on how to prepare to ensure a smooth experience.

Education Code Section 1240 requires the County Superintendent to annually review the schools under his/her jurisdiction that have been identified as a Williams school. Assembly Bill (AB) 599 updates the criteria for schools eligible for the monitoring to include:

• Schools eligible for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA); or

• Schools eligible for Additional Targeted Support and Improvement (ATSI) under ESSA; or

• Schools with fifteen percent or more of the school's teachers who do not possess a valid and clear or preliminary teaching credential.

Recommended for
District Office, Teachers

i **More Information**
Monica Abeyta
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Continuous Improvement Training

LCFF Priorities: **4**   **6**

District and School Support: Curriculum and Instruction
Level 1: Universal   Level 2: Specialized
Workshop/Training/Conference and District/Site Support

Description
The SCOE Curriculum and Instruction team delivers professional learning and support to schools/districts in the continuous improvement process. Continuous improvement is a process that supports educational stakeholders in implementing and studying small changes with the goal of making lasting improvement. Continuous improvement helps educators address a specific problem through iterative cycles to test potential solutions to the identified problem. These cycles support the development, revision, and fine-tuning of a tool, process, or initiative that leads to desired change.

Recommended for
TK–12 Teachers, District Office, Administrators, Support Staff, Coaches, Counselors, Instructional Assistants, Paraprofessionals, and Expanded Learning Staff

(i) *More Information*
ELA/ELD - Becky Sullivan
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ELA/ELD - Tami Wilson
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STEM - Dave Chun
(916) 228-2244
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History-Social Science - Charley Gilmore
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Expanded Learning - Mark Drewes
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Leadership and District Support for Continuous Improvement and Differentiated Assistance

LCFF Priorities: **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

District and School Support: Planning and Improvement
Level 1: Universal
Workshop/Training/Conference

Description
SCOE's Continuous Improvement team provides district leadership with insights and best practices to support their continuous improvement in providing equitable opportunities for students.

Topics include:

- Creating systems to ensure equity for students with disabilities
- Sharing best practices to improve student learning
- Leveraging the LCAP to meet your goals
- Enhancements to the Dashboard
- Differentiated Assistance and Continuous Improvement Support
- English Learner program accountability

Recommended for
School District and Charter School Strategic Leadership Teams

ⓘ **More Information**
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Amber Jacobo, Ed.D.
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An Administrator's Guide to Understanding the California School Dashboard

LCFF Priorities: **4**

Center for Student Assessment and Program Accountability (C-SAPA)
District and School Support
Level 1: Universal
Workshop/Training/Conference

Description
Site administrators have unique needs, and this workshop is specifically designed with those needs in mind. In this workshop, learn how each Dashboard indicator is defined and calculated, but more importantly what that means as the school leader. Time will be spent digging into the 5x5 colored tables to understand school color rating and to learn how to determine how much improvement is necessary to move to a different color. Finally, using data from the California School Dashboard for goal setting will be discussed.

This practical workshop will leave site administrators with a better understanding of how their school is being held accountable, what they can do to monitor progress on key indicators, and how to set reasonable goals for improvement.

Recommended for
Site Administrators and District Administrators

More Information
Rachel Perry
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rperry@scoe.net

Cathy White
(916) 228-2350
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Data Analysis, Research, and Program Evaluation Services

LCFF Priorities: **4** **5**

Center for Student Assessment and Program Accountability (C-SAPA)
Level 1: Universal   **Level 2: Specialized**
District/Site Support

Description

The Center for Student Assessment and Program Accountability (C-SAPA) has extensive experience and expertise to analyze assessment and accountability data and develop and implement high-quality applied research and program evaluation projects. Services include:

- Study design
- Development of survey and other data collection tools
- Data collection and management
- Data audits and development of protocols
- Statistical analyses
- Report production
- Presentation of results

Upon request, C-SAPA can also facilitate sessions focused on data analysis and interpretation of assessment and accountability data to assist in school or district improvement efforts.

Data literacy is critical to guide decisions, inform policy, and impact program and service delivery to students. Whether it's a program evaluation embedded in a Local Control Accountability Plan (LCAP) designed to measure the effectiveness of services to students or an evaluation study design as part of a grant application for new funds, the C-SAPA team can customize services to meet your needs.

Recommended for

K–12 District Office, County Offices, and Administrators

(i) More Information

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Foster Youth Identification and Data Reconciliation in the Foster Focus Database System

LCFF Priorities: **8** **10**

Foster Youth and Homeless Services
Level 2: Specialized
Workshop/Training/Conference

Description
A key component of the Local Control Funding Formula (LCFF) definition of foster youth is a youth's court supervision and placement status. Youth may be living in an out-of-home placement or living with their family members and still be considered foster youth. The Foster Focus database system centralizes data imported from the state child welfare system, the California Longitudinal Pupil Achievement Data System (CALPADS), and school districts' Student Information Systems (SIS) to ensure the accuracy of the CALPADS foster youth identification and local student information systems' data match.

Participants will:

- Understand the LCFF foster identification process in CALPADS.

- Learn how to utilize local Foster Focus database system data to identify and locally match students that are missing from the CALPADS foster reports.

- Learn how to utilize state and local data in the Foster Focus database system to track foster youth as they experience school, placement, and foster status changes.

Recommended for
K–12 District Office, County Office, Foster Youth Services, Staff, and Administrators

(*i*) *More Information*
   Monica Gonzalez-Williams
   (916) 228-2730
   mgonzalez@scoe.net

Using the Foster Focus Database System District Dashboard

LCFF Priorities: **5**   **10**

Foster Youth and Homeless Services
Level 1: Universal
Workshop/Training/Conference

Description
The Foster Focus data system sifts through a river of data imported from school districts, the California Longitudinal Pupil Achievement Data System (CALPADS), and the State child welfare system and presents the most essential, actionable information on the Foster Focus District Dashboard. Critical events like absences, suspensions, and residence changes are delivered daily, enabling educators to take immediate action to support the success of their foster youth.

Participants will:

• Understand the features of the Foster Focus District Dashboard.

• Learn how to configure the system to produce information that aligns with district priorities and reduce the noise created by too much data.

• Explore the types of actions that educators might take when receiving each type of alert.

Recommended for
K–12 District Office, Administrators, and Foster Youth Services Staff

ⓘ *More Information*
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mgonzalez@scoe.net

Using the Foster Focus Graduation/Transition Tool

LCFF Priorities: **4**   **10**

Foster Youth and Homeless Services
Level 1: Universal
Workshop/Training/Conference

Description
The Graduation/Transition Tool in the Foster Focus data system provides educators with a way to monitor student progress toward graduation and track steps that students must take to successfully transition to college and career.

Participants will:

• Learn to use all of the aspects of the Graduation/Transition Tool.

• Understand how centralizing information in the Graduation/Transition Tool can benefit a highly mobile student population.

• Explore ways to incorporate the Graduation/Transition Tool into existing district processes.

• Measure and report on efforts to support student transitions using data entered into the Graduation/Transition Tool.

Recommended for
K–12 District Office, Administrators, and Foster Youth Services Staff

ⓘ *More Information*
   Monica Gonzalez-Williams
   (916) 228-2730
   mgonzalez@scoe.net

Teaching and Learning

- Advancement via Individual Determination (AVID)
- Assessment
- College & Career Readiness Initiatives
- Curriculum and Instruction
  - English Language Arts/ English Language Development
  - English Learners
  - History, Social Science, and Civics
  - Science, Technology, Engineering, and Mathematics (STEM)
- Early Learning

AVID Elementary College Readiness System

LCFF Priorities: **2** **4**

Advancement via Individual Determination (AVID)
Level 2: Specialized
District/Site Support

Description

AVID's Elementary mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. It is designed for the self-contained K–6 classroom and is embedded into the daily instruction of all classrooms in order to impact schoolwide instruction, systems, leadership, and culture.

Full AVID Elementary implementation incorporates:

- Organizational skills

- Student success skills *(e.g., communication, self-advocacy, note-taking, critical thinking, study skills)*

- WICOR lessons *(writing, inquiry, collaboration, organization, and reading to learn in all content areas)*

- Partnerships among students, classrooms, grade levels, schools, feeder patterns, families, and communities

SCOE's AVID department supports district personnel, principal/site leaders, and teachers by providing implementation coaching including multiple classroom observations a year, data analysis, and classroom diagnostics to support intentional instruction focused on student needs, district/site plan support, as well as multiple regional and school-level professional development opportunities.

Recommended for
K–6 Teachers, Administrators, Coaches, and Counselors

ⓘ *More Information*
Lindsay Paoli
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AVID Excel College Readiness System

LCFF Priorities: **2** **4**

Advancement via Individual Determination (AVID)
Level 2: Specialized
District/Site Support

Description

AVID Excel changes the trajectory of Long-term English Language Learners (L-TELLs) by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID and college-preparatory coursework.

AVID Excel has four components:

- AVID Excel Coursework
- Professional Learning
- Family Connections
- Biliteracy

Through a sequential set of middle school 7th and 8th grade courses, students are supported to build their academic language, leadership skills, and overall sense of commitment to school with a cohort of peers who share their same college readiness goals. AVID Excel Family Connections are designed to help families feel comfortable on the middle school campus, foster their increased participation, and expose them to what college readiness and academic language building means for them and their student. SCOE's AVID department provides implementation coaching including multiple classroom observations a year, data analysis and classroom diagnostics to support intentional instruction focused on student needs, district/site plan support, and multiple regional and school-level professional development opportunities.

Recommended for

Grades 7–8 Teachers, Administrators, Coaches, and Counselors

(i) ***More Information***
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AVID Individualized District/Site Training (series or one-day options)

LCFF Priorities: **2** **4**

Advancement via Individual Determination (AVID)
Level 2: Specialized
Workshop/Training/Conference

Description

Improving student engagement and rigorous teaching is imperative to increasing student achievement. Individualized training opportunities, in a district/site determined period and calendar date(s), allows the district/site leadership and AVID SCOE coach to create a professional learning plan that supports the use of AVID methodologies in the classroom.

Topics include:

- Classroom observations for Writing, Inquiry, Collaboration, Organization and Reading (WICOR) curriculum and strategy use.

- Data analysis (e.g., CAASPP scores, California Dashboard, AVID Certification, AVID General and Senior data) to determine areas of focus.

- Collaborative planning with district/site leadership.

This workshop (series) is facilitated by AVID National Staff Developers and practitioners in the field who are experts in the AVID College Readiness System and who use AVID's WICOR curriculum and strategies to improve student engagement, rigorous lessons, and to close the achievement and opportunity gap.

Recommended for

TK–12 District Office, Teachers, Administrators, Coaches, and Counselors

(i) *More Information*
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AVID Path to Schoolwide Training (12 hours)

LCFF Priorities: **2** **4**

Advancement via Individual Determination (AVID)
Level 1: Universal   Level 2: Specialized
Workshop/Training/Conference

Description
These trainings feature a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success. Based on the teacher-developed, classroom-proven AVID College Readiness System, Path to Schoolwide trainings offer guides and materials for teachers, administrators, academic counselors, career advisors, and anyone who wants to help students fulfill their potential and successfully prepare for college. Participants will become familiar with AVID methodologies and learn what to anticipate when a school focuses its structures, processes, protocols, and systems to strategically improve performance of all students.

AVID provides two-day trainings for elementary educators, content teachers in English, mathematics, science, and history/social science, as well as trainings designed for teachers of English learners and teachers of non-core subjects.

Path to Schoolwide is designed for Elementary and Secondary administrators, counselors, AVID Elective teachers, as well as elementary, middle, and high school content-area teachers. Participants must be from an AVID District to attend an AVID Path to Schoolwide training.

Recommended for
TK-12 District Office, Teachers, Administrators, Coaches, and Counselors

(i) More Information
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AVID Professional Learning TK–12 Workshop Series

LCFF Priorities: **2** **4**

Advancement via Individual Determination (AVID)
Level 1: Universal
Workshop/Training/Conference

Description
Student engagement and rigorous lessons are critical to improving student achievement. This quarterly workshop series features three 90-minute sessions with multiple strands that support implementation of the Common Core State Standards using AVID's Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) curriculum and strategies.

Participants will:

- Learn how to implement and refine the AVID College Readiness System by focusing on instruction, system, leadership, and culture.

- Intentionally and purposefully use AVID's WICOR curriculum and strategies.

- Connect and apply their learning directly into their classrooms for immediate results.

- Articulate, network, and partner with K–12 AVID districts and sites.

This workshop series is facilitated by AVID National Staff Developers and practitioners in the field who are experts in the AVID College Readiness System and who use AVID's WICOR curriculum and strategies to improve student engagement, rigorous lessons and to close the achievement and opportunity gap.

A school district must have an AVID membership contract with the AVID Center in order to participate in this workshop series. Contact us to learn more about how to expand AVID in your school and district.

Recommended for
TK–12 District Office, AVID Teachers, Content/Grade Level Teachers, Administrators, Coaches, and Counselors

More Information
Lindsay Paoli
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AVID Professional Learning Series

LCFF Priorities: 4

Advancement via Individual Determination (AVID)
Level 1: Universal
Workshop/Training/Conference

Description
The purpose of this series is to support new and veteran AVID elective and content teachers with the implementation of AVID's Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies. Participants who attend eight sessions of this series will be considered "AVID-Trained" as referenced on the AVID Coaching and Certification Instrument—equivalent to attending an AVID Summer Institute or AVID DigitalXP!

Topics covered include: Student Engagement; Growth Mindset; Focused Note Taking; AVID's Digital Learning Framework; The Four A's: Exploring How Educators Can Adopt, Adapt, Accelerate, and Advocate While Integrating Digital Tools with WICOR Instructional Practices; tutorials; college and career readiness; social–emotional learning; and AVID core trategies.

Recommended for
TK–12 Teachers, Administrators, Coaches, and Counselors

(i) More Information
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AVID Secondary College Readiness System

LCFF Priorities: **2** **4**

Advancement via Individual Determination (AVID)
Level 2: Specialized
District/Site Support

Description

AVID Secondary's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. The AVID Elective is the core of AVID Secondary, grades 6–12. It targets students in the academic middle—B, C, and even D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID Secondary goes beyond the AVID Elective course to affect an entire campus or district by creating a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.

SCOE's AVID department provides implementation coaching including multiple classroom observations a year, data analysis and classroom diagnostics to support intentional instruction focused on student needs, district/site plan support, and multiple regional and school-level professional development opportunities.

Recommended for
6–12 District Office, Teachers, Administrators, Coaches, and Counselors

(i) *More Information*
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AVID Virtual Collaborative Series

LCFF Priorities: **4**

Advancement via Individual Determination (AVID)
Level 1: Universal
Workshop/Training/Conference

Description

This series features monthly, hour-long complimentary sessions for TK–12 AVID educational staff. These sessions bring together CCSESA Region 3 educators to collaborate, experience, and explore digital tools and AVID resources. Come ready to connect with colleagues, problem-solve, share, and learn best practices to build an academically engaging and technology-rich classroom culture by infusing AVID strategies and methodologies.

Topics of exploration include Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies as well as AVID core strategies including Academic Language and Literacy, Collaborative Structures, Higher-Level Thinking, Relational Capacity, Philosophical Chairs, Socratic Seminar, Collaborative Study Groups, and much more!

*A school district must have an AVID membership contract with the AVID Center in order to participate in this workshop series. Contact us to learn more about how to expand AVID in your school and district.

Recommended for

TK–12 Teachers, Administrators, Coaches, and Counselors

(i) More Information
Lindsay Paoli
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Capital Regional Assessment Network (CRAN)

LCFF Priority: 4

Center for Student Assessment and Program Accountability (C-SAPA)
Level 1: Universal
Learning Community

Description
Facilitated by the Center for Student Assessment and Program Accountability (C-SAPA) team, the Capital Regional Assessment Network (CRAN) is comprised of assessment and accountability professionals working in county offices of education, school districts, and charter schools who meet monthly to learn, share, and network.

Meeting content includes updates on California's assessment and account-ability programs, guests from the California Department of Education and Educational Testing Services (ETS), shared resources developed by CRAN members, and development of new ideas for displaying and sharing data.

Recommended for
K–12 District Office, County Office, and Administrators

(i) More Information
Rachel Perry
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JaDene Jones
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English Language Proficiency Assessment for California (ELPAC): An Overview

LCFF Priority: 4

District and School Support: English Learners
Level 1: Universal
Workshop/Training/Conference

Description
The English Language Proficiency Assessments for California (ELPAC) is critical for the identification and exit criteria for English learners. SCOE's Curriculum and Instruction team provides participants with a clear overarching connection on how the data can be used to impact teaching and learning in the classroom.

In this workshop, participants will:

- Get an overview of the ELPAC, the 2012 English Language Development standards, and the data received from the test.
- Learn about the ELPAC Task Types and dig into sample items.
- Deconstruct an item showing its alignment to the standard.
- Understand accessibility options for English learners across all statewide assessments.

Recommended for
K–12 Teachers, Administrators, Coaches, and Instructional Assistants

ⓘ *More Information*
Graciela García-Torres
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The Formative Assessment Process Powered by the Smarter Balanced Tools for Teachers

LCFF Priority: **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description

Explore the power of the Smarter Balanced Tools for Teachers resources that are readily available to all California educators as they employ the formative assessment process in their classroom to improve teaching and learning.

In this session, participants will focus on learning more about the nature and importance of the formative assessment process and developing a deep understanding of how the Tools for Teachers resources can help in their daily work toward student success. Additionally, they will engage in a hands-on exploration of the Tools for Teachers resources that support formative assessment with the goal of improved teaching and learning.

Recommended for

K–12 Teachers, Administrators, and Coaches

(i) More Information

ELA/ELD - Tami Wilson
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STEM - Dave Chun
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Career Technical Education (CTE) Administrator Community of Practice

LCFF Priority: **4** **7**

College and Career Readiness Initiatives
Level 2: Specialized
Learning Community

Description
This Community of Practice (CoP) provides professional development and consultation for Career Technical Education (CTE) Administrators to improve CTE programs in the region. This CoP includes live updates, webinars, community building and networking, and an optional book study.

Recommended for
9–12 Teachers, Administrators, and Counselors

(i) *More Information*
Jacqueline White
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Career Technical Education (CTE) New Teacher Training and Support

LCFF Priorities: **4** **7** **8**

College and Career Readiness Initiatives
Level 1: Universal
Workshop/Training/Conference

Description
Career Technical Education (CTE) credentialed teachers have industry experience, but little classroom experience. This training is designed for new, or almost new, CTE teachers to help them develop introductory teaching skills, knowledge, and attitudes required for CTE teaching success. This 18-hour course will be facilitated by staff from CTE leaders in Sacramento County.

Topics include:

- Classroom management
- Creating a positive learning environment
- Designing engaging instruction for all learners
- Effective assessment of student learning
- Surviving and thriving as a professional educator

Recommended for
High School and Adult Education Teachers

(i) **More Information**
Raelynn Sharp
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Career Technical Education (CTE) Teacher Community of Practice

LCFF Priority: **4** **7**

College and Career Readiness Initiatives
Level 2: Specialized
Learning Community

Description
The Community of Practice (CoP) for Career Technical Education (CTE) teachers is led by CTE teachers and meets monthly by industry sector to discuss important topics specific to them. The CoP will also feature guest speakers.

Recommended for
9–12 Teachers, Administrators, and Counselors

(i) *More Information*
Jacqueline White
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Career Technical Education (CTE) Technical Assistance

LCFF Priorities: **4** **7**

College and Career Readiness Initiatives
Level 1: Universal   **Level 2: Specialized**
District/Site Support

Description
The work of the Career Technical Education (CTE) administrator is unique and nuanced. SCOE offers a variety of technical assistance to help district and school-site administrators with:

- CTE pathway development
- Course and curriculum development
- Effective instructional practices
- State CTE regulations
- CTE funding

Recommended for
6–12 District Office, County Office, and Administrators

ⓘ *More Information*
    Raelynn Sharp
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Counselor Community of Practice

LCFF Priority: **4** **7**

College and Career Readiness Initiatives
Level 2: Specialized
Learning Community

Description
This Community of Practice (CoP) provides professional development and consultation for schools and districts to improve school counseling programs in the region. This CoP requires an intensive commitment of time and requires team attendance (all site counselors and their administrators). Professional development includes live and pre-recorded webinars, debrief sessions, community building and networking, and a book study. SCOE contracts with Hatching Results® to provide these services.

Recommended for
9–12 Teachers, Administrators, and Counselors

ⓘ **More Information**
Jacqueline White
(916) 228-2347
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Curriculum and Instruction: Customized Services

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description
The SCOE Curriculum and Instruction team provides high-quality professional learning, instructional coaching, expert technical assistance, leadership support, and guidance for continuous improvement, Multi-tiered Systems of Support, and Universal Design for Learning.

Department staff work with district and school leaders to develop a comprehensive professional development plan, including customized supports that expand the knowledge and skills needed for schools and districts to engage in systematic and sustainable improvement.

SCOE's Curriculum and Instruction Department expertise helps your district/school with TK–12 programs in the areas of:

• English Language Arts/English Language Development

• Expanded Learning (after school/summer school)

• History-Social Science (including civics education)

• STEM—Science, Technology, Engineering, and Math

• Visual and Performing Arts (VAPA)

Recommended for
TK–12 District Office, Teachers, Administrators, Support Staff, Coaches, Counselors, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

ⓘ *More Information*

ELA/ELD - Becky Sullivan
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STEM - Dave Chun
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History–Social Science - Charley Gilmore
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Academic Conference and Grade/Content Team Meeting Facilitation

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description
The SCOE Curriculum and Instruction team facilitates a collaborative process that includes an examination of current student data, cause analysis, and planning an instructional response based on the site's context. Considerations for English learners, students with special needs, and struggling learners are included in the plans.

Recommended for
TK–12 Teachers, Administrators, and Coaches

(i) **More Information**
ELA/ELD - Becky Sullivan
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Instructional Coaching

LCFF Priorities: **2**   **4**

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description
The SCOE Curriculum and Instruction team provides instructional coaching for administrators, instructional leaders, teachers, and coaches. Coaching begins with a needs assessment and includes short- and long-term planning, observation and feedback, debriefing, training, and coaching through a continuous improvement cycle. The expected results are improvements in the targeted coaching areas.

Recommended for
TK–12 District Office, County Office, Teachers, Administrators, Coaches, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

ⓘ *More Information*
ELA/ELD - Becky Sullivan
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History–Social Science - Charley Gilmore
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Instructional Materials Selection

LCFF Priorities: **1** **2**

District and School Support: Curriculum and Instruction
Level 1: Universal   **Level 2: Specialized**
District/Site Support

Description
The SCOE Curriculum and Instruction team facilitates a clear, data-driven process for reviewing TK–12 instructional materials to help district personnel, adoption committees, and other stakeholders make informed, objective recommendations to local Boards of Education to best meet student needs. The intended outcome is consensus on which instructional materials to recommend to local Boards of Education for adoption.

Content areas of expertise include:

- English Language Arts/English Language Development

- History–Social Science

- STEM—Science, Technology, Engineering, and Math

Recommended for
K–12 District Office, Teachers, Administrators, and Coaches

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Instructional Materials Training

LCFF Priorities: **1** **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description
The SCOE Curriculum and Instruction team delivers engaging, interactive training on adopted curriculum materials. Training includes introductory to advanced training to enhance knowledge and skills of standards, research-based practices, and use of curriculum materials with application and practice.

Recommended for
TK–12 District Office, County Office, Teachers, Administrators, Coaches, and Instructional Assistants/Paraprofessionals

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Instructional Rounds Facilitation

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description
The SCOE Curriculum and Instruction team facilitates the Instructional Rounds process at both the site and district levels. The process includes training on the process, the seven principles, and guiding the site/district teams to determine a problem of practice. The intended outcome is a process in which the Instructional Rounds teams gather, analyze, and evaluate observation data, and make an instructional plan to continually improve on the problem of practice.

Recommended for
TK–12 District Office, Teachers, Administrators, Coaches, and Instructional Assistants/Paraprofessionals

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Lesson Study

LCFF Priorities: **2** **4**

**District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support**

Description
The SCOE Curriculum and Instruction team facilitates a collaborative, multi-day lesson study process with a focus on standards-based instructional planning of a common lesson with TK–12 department/grade-level teams. Teachers plan, teach, observe, and share the results of a single class lesson. The planning includes formative assessment, engagement strategies, and designing for learner variability with a Universal Design for Learning lens. Considerations for English learners, students with special needs, and struggling learners are also addressed. The intended outcome is teachers collaborate, plan, observe, analyze, and refine standards-based lessons and instruction.

Recommended for
TK–12 Teachers, Administrators, Coaches, and Instructional Assistants/ Paraprofessionals

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Multi-Tiered System of Support (MTSS)

LCFF Priorities: **2**   **4**

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description
The SCOE Curriculum and Instruction team provides guidance and training on Multi-Tiered System of Support (MTSS) and subject-specific interventions, assessments and assessment plans, master schedules, curriculum, and instructional strategies. Site data is used to collaboratively create a comprehensive, school-wide, professional development and support plan. The intended outcome is a plan that is implemented, monitored, and adjusted based on identified student needs.

Recommended for
TK–12 Teachers, District Office, Administrators, Support Staff, Coaches, Counselors, Instructional Assistants, Paraprofessionals, and Expanded Learning Staff

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Universal Design for Learning (UDL)

LCFF Priorities: **2**   **4**   **5**

District and School Support: Curriculum and Instruction
Level 1: Universal   Level 2: Specialized
Workshop/Training/Conference and District/Site Support

Description
Universal Design for Learning (UDL) is a framework that provides a way of thinking about teaching and learning that gives all students an equal opportunity to succeed. The framework enhances current district/site initiatives and turns the challenges posed by high standards and increasing learner diversity into opportunities to maximize learning for every student. The Curriculum and Instruction team provides overview training of the UDL guidelines and framework, customized district and site support of implementation, as well as content specific workshops in which planning teams can apply UDL guidelines to their lesson designs.

To strengthen UDL implementation, SCOE works with school and district leaders to create systems that support UDL practices. We facilitate a collaborative process that allows teams to design learning by setting clear, rigorous goals, anticipating barriers, and proactively designing lessons to minimize those barriers. The intended outcome is that teams collaborate, plan, analyze, and refine instruction to maximize student learning and engagement.

Recommended for
TK–12 Teachers, District Office, Administrators, Support Staff, Instructional Coaches, Instructional Assistants, Paraprofessionals, and Expanded Learning Staff

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Expanded Learning -
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Diverse Learner Supports/Programs -
Rhonda White
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ELA/Literacy and ELD Improvement Plan Development

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description
The SCOE English Language Arts/English Language Development team provides guidance and training on ELA/Literacy and ELD improvement plans. Plans are based on site data and created collaboratively to provide a comprehensive, school-wide, professional development and support plan. The intended outcome is a plan that is implemented, monitored, and adjusted based on identified student needs.

Recommended for
TK–12 District Office, Teachers, Administrators, and Coaches

ⓘ More Information
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ELA/Literacy Network

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Learning Community

Description
The SCOE English Language Arts/English Language Development team facilitates a quarterly ELA/Literacy network focused on current topics in ELA/Literacy. Colleagues network, learn from, and support each other in their work.

Recommended for
TK–12 District Office, County Office, Administrators, and Coaches

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Expository Reading and Writing Course (ERWC)

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description

In partnership with the California State University, SCOE's English Language Arts/English Language Development team offers professional learning and curriculum for middle school and high school English teachers. The Expository Reading and Writing Course (ERWC) is aligned with the ELA content standards. The high school course also meets A-G requirements.

This training series emphasizes the in-depth study of expository, analytical, and argumentative reading and writing. The intended outcome is that students develop academic literacy skills necessary for college and the world of work.

Recommended for

6–12 District Office, County Office, Teachers, and Coaches

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High-Quality First Instruction (HQFI) Professional Learning Series

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description
The SCOE English Language Arts/English Language Development team delivers an engaging, interactive training series on high-quality first instruction. This eleven-hour series explores the phases of direct teaching with application and practice in site/district curriculum materials.

Follow-up coaching is highly recommended and offered as part of this service. The intended outcome is improvement in instructional delivery as well as building a common understanding of instructional terminology.

Recommended for
TK–12 District Office, County Office, Teachers, Administrators, Coaches, and Instructional Assistants/Paraprofessionals

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Teaching and Learning

Literacy in the Content Areas

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description
The SCOE English Language Arts/English Language Development team provides professional learning sessions and coaching support for content-area teachers and leaders focused on the 6–12 Reading and Writing Literacy Standards for History/Social Studies, Science, and Technical Subjects. The intended outcome is that students develop reading and writing skills across the content areas.

Recommended for
6–12 Teachers, Administrators, and Coaches

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Integrated and Designated English Language Development (ELD)

LCFF Priorities: **2** **4**

District and School Support: English Learners
Level 1: Universal
Workshop/Training/Conference

Description
Effective implementation of the English Language Development (ELD) Standards by classroom teachers in integrated and designated ELD is supported through technical assistance that focuses on understanding the essential features of integrated and designated ELD. As an outcome of this support, TK–12 teachers build a bridge between the demands of the application of instructional program and meeting the academic and linguistic needs of English learners in the content areas in alignment with the English Learner Roadmap.

The focus is on deepening knowledge about and implementing quality teaching and learning practices for multilingual-EL students. The sessions will feature guidance provided in key California Department of Education resources, including the English Learner Roadmap policy, ELD Standards, ELA–ELD Framework, and Improving Education for Multilingual and English Learner Students: Research to Practice.

Recommended for
TK–12 Teachers, Administrators, and Coaches

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Teaching and Learning

Establish a Pathway to Biliteracy

LCFF Priorities: **3** **4**

District and School Support: English Learners
Level 2: Specialized
District/Site Support

Description
The California Department of Education established a State Seal of Biliteracy award for high school graduates. To support districts and charters in establishing a pathway to biliteracy, SCOE offers technical assistance and resources to recognize students throughout their educational experience beginning in preschool. The tools include engaging families and staff in the value of speaking, reading, and writing in English and in a language other than English (LOTE). The support to districts and charters consists in establishing a local recognition award for multilingualism.

Recommended for
District Office, Charters, and Private Schools

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Improving English Learner Program Effectiveness

LCFF Priorities: **2** **4**

District and School Support: English Learners
Level 2: Specialized
District/Site Support

Description

SCOE provides technical assistance to evaluate and improve the effectiveness of the English Learner (EL) program and services in TK–12 by identifying areas of needed improvement and the possible steps to readjust these. Technical assistance includes an in-depth analysis of EL data as it relates to the programs and services currently in place.

Participants will engage in a facilitated process of bringing staff together from across departments/grade levels to make meaning of the English Learner Roadmap policy and its application to the work. They will also dive deeper into building a coherent and systemic implementation within the district, school, or charter through a multi-contextual, collaborative session and develop a shared vision and plan for infusing the Roadmap's principles into their work. The facilitation includes the Plan–Do–Study–Act Cycles of Improvement, shadowing students for linguistic intentions and academic gain. The practice results in equitable opportunities and outcomes for multilingual-English learner students.

Recommended for

TK–12 Teachers, Administrators, and Coaches

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Reclassification Process for Dually-Identified Students Who Are with Mild and Moderate Disability

LCFF Priorities: **2**   **4**

District and School Support: English Learners
Level 1: Universal   Level 2: Specialized
Workshop/Training/Conference

Description
Dually-identified students are a significant student group in the Multilingual-English learner and Special Education worlds with all the complexities surrounding these two specialties. The workshop is about mapping out when and how to exit the classification of English learners. Participants will clearly understand documenting the process, their role, and the tools available to support them along the way.

Recommended for
Elementary, Middle School, High School, and Adult Education Teachers, District Office, County Office, and Higher Education

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Establishing a Pathway to Civic Engagement

LCFF Priorities: **2** **4** **5** **6**

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description

The California Department of Education established a State Seal of Civic Engagement (SSCE) award for high school graduates. To support districts and charters in establishing a pathway to civic engagement, SCOE offers technical assistance and resources to recognize students throughout their educational experience beginning in preschool. SCOE support includes the development of local criteria for award of the SSCE in 11th and 12th grades as well as resources to engage students of all ages in active civic learning and informed action.

Recommended for

District Office and Administrators

ⓘ More Information

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History–Social Science Leadership Network

LCFF Priorities: **2**   **4**

District and School Support: Curriculum and Instruction
Level 2: Specialized
Learning Community

Description
SCOE convenes bi-monthly meetings of Sacramento County LEA's history–social science leadership network. This professional network is designed to support LEAs with adoption of curricula, implementation of courses, design of professional learning opportunities, and other issues that may arise throughout the school year. In addition to the required history–social science coursework, this network intentionally supports implementation of the State Seal of Civic Engagement, Ethnic Studies, and the ability of districts throughout the county to collaborate and learn from one another.

Recommended for
District Office and County Office

ⓘ More Information
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Computer Science (CS) and Digital Learning

LCFF Priorities: **2** **4** **7**

District and School Support: Curriculum and Instruction
Level 1: Universal **Level 2: Specialized**
Learning Community

Description
The Computer Science (CS) and Digital Learning (DL) initiatives at SCOE provide orientation, onboarding, and ongoing workshops for K-12 teachers, counselors, administrators, and paraeducators throughout the school year.

Content for the CS and DL workshops align with the California K–12 Computer Science Standards and the International Society for Technology in Education (ISTE) Standards. Additionally, monthly community of practice meetings are facilitated in partnership with the Computer Science Teachers Association. Lastly, ad-hoc technical assistance and office hours are provided to support educators as they explore CS and related educational technologies.

Courses include:

- CS Fundamentals
- Google CS First
- CS Discoveries
- Exploring Computer Science
- CS Principles
- CS for Administrators
- Counselors for Computing
- Bootstrap: Algebra and Bootstrap: Data Science

Recommended for
K–12 Teachers, Administrators, Counselors, and Expanded Learning Staff

(i) More Information
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Visit www.seasonsofcs.org

Computer Science (CS) Professional Learning

LCFF Priorities: **2** **4** **7**

District and School Support: Curriculum and Instruction
Level 1: Universal **Level 2: Specialized**
Learning Community

Description
Computer science professional learning provides communities of practice and general support for computer science teachers, district and school administrators, school counselors, and students in all areas of computer science.

Courses include:

- CS Fundamentals
- Google CS First
- CS Discoveries
- Exploring Computer Science
- CS Principles
- CS for Administrators
- Counselors for Computing
- Bootstrap: Algebra and Bootstrap: Data Science

Recommended for
K–12 Teachers, Administrators, Counselors, and Expanded Learning Staff

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Making Connections to Outdoor Science Through Journaling

LCFF Priorities: **5** **7** **8**

Sly Park Environmental Education Center
Level 1: Universal
Workshop/Training/Conference

Description
This training is designed for elementary and middle school classroom teachers who want to move their science lessons outside of the four walls of their classrooms. The goals for the training are to increase student engagement by helping students make connections to the environment they live in, and also how to effectively use a science journal through hands-on experiences.

Participants will learn:

• How to implement science journals into their classroom to capture both academic and social emotional responses from students.

• How to get students to reflect and think about their thinking.

• How to identify an outdoor/green space to lead a science lesson.

• How to effectively run science lessons outside of the classroom, in the identified school's green space.

Recommended for
Grades K–8 Teachers, Administrators, Coaches, and Expanded Learning Staff

ⓘ *More Information*
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River Bend Science, Technology, Engineering, and Mathematics (STEM) Day Camps

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Workshop/Training/Conference

Description
The SCOE STEM team provides STEM Day Camps at River Bend Park. Students engage in an Outdoor Environmental Education Program tied to the Next Generation Science Standards (NGSS). Students are immersed in a hands-on, STEM education experience with expert outdoor instruction. The program consists of a half-day camp along the American River where students will focus on many of the following topics, depending on need and/or season:

- History of the American River Parkway
- Engineering Design
- Open Grassland Environments/Habitats
- Macroinvertebrates (aquatic insects)
- Human Impact

Recommended for
Grades 4–7 Teachers, Administrators, Coaches, and Expanded Learning Staff

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Teaching and Learning

STEM Improvement Plan Development

LCFF Priorities: 2   4

District and School Support: Curriculum and Instruction
Level 2: Specialized
District/Site Support

Description
The SCOE STEM team provides guidance and training on science and math improvement plans. Plans are based on site data and created collaboratively to provide a comprehensive, school-wide, professional development and support plan. The intended outcome is a plan that is implemented, monitored, and adjusted based on identified student needs.

Recommended for
TK–12 District Office, Teachers, Administrators, and Coaches

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STEM Network

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Learning Community

Description
The SCOE science, technology, engineering and mathematics (STEM)
team facilitates a quarterly STEM network focused on current topics in
STEM. Colleagues network, learn from, and support each other in
their work.

Recommended for
TK–12 District Office, County Office, Administrators, and Coaches

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Early Learning Administrators Leadership Support (ELALA and SELL)

LCFF Priorities: **4** **6**

Early Learning
Level 1: Universal
Learning Community

Description
The Early Learning Administrators Leadership Academy (ELALA) and Strengthening Early Learning Leadership (SELL) are designed to develop leadership knowledge and capacity thorough a collaborative and reflective process with other early learning leaders in Sacramento County.

Topics include:

- Best practices to create an equitable, inclusive, and trauma informed learning environment that supports ALL children
- Strong family and community partnerships which are equitable, inclusive, and trauma informed
- Early learning program quality improvement and engagement with Raising Quality Together (RQT): Sacramento's Quality Improvement System (QIS)
- Developmental screening system to support early identification, early intervention, and Child Find requirements
- Business Essentials, Staffing Essentials, Community Cares Licensing Essentials, technical support, and coaching
- PreK–grade 3 policies and promising practices to create an aligned inclusive education pathway for children and their families

Recommended for
Early Learning/TK–12 District Office, County Office, Administrators, and Coaches

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Promoting Excellence and Equity for Sacramento County's Youngest Learners

LCFF Priorities: **2** **5**

Early Learning
Level 1: Universal   **Level 2: Specialized**
District/Site Support

Description

SCOE's Early Learning department provides professional learning and technical assistance to strengthen or expand access to high-quality early learning programs and experiences offered through the school district and to promote social emotional learning and trauma informed practices in early learning settings.

Topics include:

- Preschool Learning Foundations and Frameworks
- Integrated Nature of Learning
- Family Partnerships and Culture
- Preschool English Learners
- Responsive Early Education for Children and Families Experiencing Homelessness
- Teacher-Child Interactions
- High-Quality Early Learning Environments
- Using the Desired Results Developmental Profile System

Recommended for

Early Learning and Transitional Kindergarten Teachers, Administrators, and Coaches

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Supporting Young Learners

LCFF Priorities: **2** **5** **6**

Early Learning
Level 1: Universal **Level 2: Specialized**
District/Site Support

Description
SCOE's Early Learning department provides professional learning and technical assistance to school districts and agencies working with Universal Pre-Kindergarten (UPK) students. UPK includes those students enrolled in CA state preschools, Head Start, transitional kindergarten, staff working with children ages 0-8, expanded learning programs, subsidized early learning and care and private pay early learning and care programs.

Topics include:

- Developmentally Appropriate Practices
- Keys to Supporting Young Learners
- TK 101
- Customized early learning professional learning to increase knowledge and capacity

Recommended for
Early Learning and Transitional Kindergarten Teachers, District Office, County Office, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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Teaching and Learning

Transitional Kindergarten/Kindergarten Educator Network

LCFF Priorities: **2** **4**

District and School Support: Curriculum and Instruction
Level 1: Universal
Learning Community

Description
The Transitional Kindergarten/Kindergarten Educator Network will be facilitated by members of SCOE's team and will provide an opportunity to collaborate and share strategies and resources to address the needs of young learners. The sessions will include topics such as social-emotional learning, engagement, age-appropriate technology resources, and teaching and learning in the content areas.

Recommended for
Early Learning, Transitional Kindergarten and Kindergarten Teachers

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Universal Prekindergarten (UPK) Planning and Implementation Support

LCFF Priorities: **1** **3**

Early Learning and School of Education
Level 1: Universal
Learning Community and District/Site Support

Description
The Early Learning Department will provide support to LEAs and early learning community partners on California Department of Education's Universal Prekindergarten, an initiative to serve all 4-year-olds in quality early learning programs by 2025–26. Support will include:

• Guidance in planning and implementing UPK and transitional kindergarten programs.

• Professional Learning and Technical Assistance for LEA/Non-LEA Partners.

• Collaborative Opportunities to build connections between and among school districts and early learning and care partners.

• Individualized Technical Assistance and Support.

Recommended for
Early Learning, TK–6 Teachers, Administrators, District Office, County Office, and Instructional Assistants/Paraprofessionals

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Workforce Development

- Career Pipeline
  - Educator Pathway
    - Internship
    - Credentialing
  - School-Based Mental Health Pathway
    - Internship
- Leadership
  - Credentialing
  - Leadership Development

Teacher Intern Program

LCFF Priority: **1**

School of Education
Level 1: Universal
Workshop/Training/Conference

Description
Teachers earn their Preliminary Multiple Subject, Single Subject (Mathematics or Science) and Education Specialist Instruction (Mild to Moderate Support Needs) Preliminary Credential through a two-year accredited intern program.

Teachers participate in a required Preservice experience that provides them with foundational tools and interview skills that prepare them to be hired as teachers of record within local school districts.

During the Credential program, interns teach during the week. On Saturdays, they attend rigorous courses taught by highly respected faculty. Interns are also supported by trained coaches and site mentors as they earn their preliminary credentials.

Recommended for
Adult Education, District Office, County Office, Higher Education, Interns, Teachers, and Support Staff

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Classified Teacher Development Pathway

LCFF Priority: 1

School of Education
Level 1: Universal
Workshop/Training/Conference

Description
Recognizing the abundance of experienced and highly-qualified classified staff within the Capital Region, the Classified Teacher Pathway is designed to recruit and support current classified employees in their journey to obtain a preliminary Multiple Subject, Single Subject (Mathematics/Science) or Education Specialist (Mild to Moderate Support Needs) teaching credential.

Recommended for
Adult Education, District Office, County Office, Teachers, Support Staff, Counselors, and Instructional Assistants/Paraprofessionals

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Sacramento Consortium for Empowering Early Educators (SacE3)

LCFF Priorities: **1**

Early Learning
Level 1: Universal   **Level 2: Specialized**
District/Site Support

Description
The Sacramento Consortium for Empowering Early Educators (SacE3), made up of school districts, charter schools, Institutions of Higher Education, and community partners, was formed to support Transitional Kindergarten (TK)/Prekindergarten (PreK) teachers and public and private early learning and care educators with opportunities for:

- Stipends to complete early childhood education college units required to teach TK; acquire, upgrade, or maintain a Child Development Permit; or use towards an associate degree; and

- Tuition support for internship programs to complete a Multiple Subject/P–3 Teaching Credential or Bachelor's Degree in Child and Adolescent Development

Transcription review and career advising is provided. Additionally, SacE3 includes professional learning through an annual conference. A Professional Growth Advisor registry will support early learning and care educators in renewing their Child Development Permit.

Recommended for
Early Learning and Transitional Kindergarten Teachers, Administrators, Support Staff, Instructional Assistants/Paraprofessionals, and Expanded Learning Staff

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Teacher Induction Program

LCFF Priority: `1`

School of Education
Level 1: Universal
Workshop/Training/Conference

Description
The two-year, job-embedded individualized induction program focuses on extensive support and mentoring to teachers in their first and second years of teaching as they work to clear their credentials.

Guided by the California Standards for the Teaching Profession (CSTP) and supported by a trained mentor, teachers reflect on their practice through continuous cycles of improvement based on each teachers's unique needs and context for teaching.

Recommended for
Adult Education, District Office, County Office, Mentors, Teachers, and Coaches

(i) *More Information*
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Kristina Richardson
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Teacher Residency Program

LCFF Priority: **1**

School of Education
Level 1: Universal
Workshop/Training/Conference

Description
SCOE's Teacher Residency Program is an innovative teacher preparation program built upon an accelerated course of study. This program is centered around a yearlong student teaching placement at a single school site. Our mission is to develop and retain credentialed teachers from diverse backgrounds who foster respect, inclusion, and equity in students, classrooms, and the community. SCOE's School of Education's Teacher Residency Program is built upon a partnership between Pacific Oaks College and Capital Region school districts and charters.

Program highlights include:

• Teaching credential program with tuition waived and a monthly stipend

• Intense clinical practice (student teaching) alongside a mentor teacher for entire year

• Gradual release of teaching responsibilities during the school year

• 13-month preliminary credential program with Pacific Oaks College

• Structured and ongoing observations and feedback

• Comprehensive coursework and professional learning opportunities

• Teaching position upon successful completion of program

• Induction Program tuition waived after completion of Teacher Residency placement and credential program

Recommended for
Teacher Candidates, Adult Education, District Office, County Office, Higher Education, Teachers, and Support Staff

ⓘ More Information
Tierra Crothers
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School-Based Mental Health and Wellness Internship

LCFF Priorities: 5 6

Career Pipeline Development
Level 2: Specialized
District/Site Support

Description

Recognizing the high demand for School-Based Mental Health and Wellness (SBMHW) professionals within Sacramento County, the SCOE Career Pipeline–SBMHW Path is designed to recruit and support undergraduate and graduate students in learning how to focus schools as centers of wellness. Interns are placed at a school site with primary supervision provided by a licensed mental health clinician who provides guidance and feedback as they work with students, faculty, and families throughout the school year.

The SBMHW Path is designed to support students in careers supporting schools as centers of wellness through paid internship opportunities as a Peer Specialist/Near Peer Mentor and a Graduate Clinical Intern.

Internship Benefits

- Learn and Earn – Paid Internship
- High-Quality Supervision
- Social Emotional Learning Curriculum through Yale University
- Gain Case Management Experience
- Exposure to Medical Billing and Documentation
- Experience in working with Children, Families, and Communities

Recommended for

College/University Students

More Information

Shanine Coats
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Clear Administrative Services Credential Program (CASCP)

LCFF Priority: 1

School of Education
Level 1: Universal
Workshop/Training/Conference

Description
The two-year induction program is designed to accelerate new administrators' practice in order to meet the needs of California's diverse students and supports administrators in earning their clear credential. Guided by the California Professional Standards for Educational Leaders (CPSEL), primary support to new administrators is provided by trained coaches who guide reflection and growth within the practical context of the administrator's site or district setting.

Recommended for
Adult Education, District Office, County Office, Higher Education, Administrators, Support Staff, and Coaches

(i) *More Information*
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Preliminary Administrative Services Credential Program (PASCP)

LCFF Priority: 1

School of Education
Level 1: Universal
Workshop/Training/Conference

Description
Guided by the California Professional Standards for Educational Leaders (CPSEL), this one-year program provides aspiring administrators with the fundamentals skills to effectively lead within California's diverse school systems while earning their preliminary administrative credential.

Recommended for
Adult Education, District Office, County Office, Higher Education, Administrators, Support Staff, and Coaches

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   (916) 228-2538
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SCOE 21 CA School Leadership Academy (SCOE 21CSLA)

LCFF Priority: **1**

School of Education
Level 1: Universal
Learning Community

Description
SCOE 21CSLA provides leadership development for Central Office, site, and teacher leaders across the 14-county Placer–Sacramento Geographic Region. The program consists of three separate opportunities for leadership development:

1. Professional learning modules are designed to build leaders' capacity to lead for equity, continuous improvement, and collaboration.

2. To support leadership development within each role, specific communities of practice will be implemented focusing on teacher, site and Central Office leaders.

3. Individualized leadership coaching is available yearly to teacher, site, and central office leaders.

SCOE 21CSLA is provided at no cost to districts, schools, or individuals.

Recommended for
District Office, County Office, Site Leaders, Teacher Leaders, and Coaches

(i) *More Information*
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Appendices

- Appendix A:
  Services by LCFF Priority

- Appendix B:
  Services by Department

Appendix A: Services by LCFF Priority

LCFF Priorities/Services	Priorities	Page #
Priority 1: Basic Services		
21st Century California School Leadership Academy (21CSLA)	1	128
Classified Teacher Development Pathway	1	121
Clear Administrative Services Credential Program (CASCP)	1	126
Instructional Materials Selection	1, 2	91
Instructional Materials Training	1, 2, 4	92
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Preliminary Administrative Services Credential Program (PASCP)	1	127
Sacramento Consortium for Empowering Early Educators (SacE3)	1	122
State and Federal Programs Network	1, 4	60
Teacher Induction Program	1	123
Teacher Intern Program	1	120
Teacher Residency Program	1	124
Universal Prekindergarten (UPK) Planning and Implementation Support	1, 3	118
Williams Technical Assistance	1	62
Priority 2: Implementation of State Standards		
Academic Conference and Grade/Content Team Meeting Facilitation	2, 4	89
AVID Elementary College Readiness System	2, 4	72
AVID Excel College Readiness System	2, 4	73
AVID Individualized District/Site Training	2, 4	74
AVID Path to Schoolwide Training	2, 4	75
AVID Professional Learning TK–12 Workshop Series	2, 4	76
AVID Secondary College Readiness System	2, 4	78
Computer Science and Digital Learning	2, 4, 7	108
Computer Science Professional Learning	2, 4, 7	109
Curriculum and Instruction: Customized Services	2, 4	88
ELA/Literacy and ELD Improvement Plan Development	2, 4	97
ELA/Literacy Network	2, 4	98

LCFF Priorities/Services	Priorities	Page #
Priority 2, *continued*		
Establish a Pathway to Civic Engagement	2, 4, 5, 6	106
Expository Reading and Writing Course (ERWC)	2, 4	99
Family Science Nights	2, 3	35
High-Quality First Instruction Professional Learning Series	2, 4	100
History-Social Science Leadership Network	2, 4	107
Improving English Learner Program Effectiveness	2, 4	104
Improving Family Engagement to Support Educational Outcomes	2, 3	37
Instructional Coaching	2, 4	90
Instructional Materials Selection	1, 2	91
Instructional Materials Training	1, 2, 4	92
Instructional Rounds Facilitation	2, 4	93
Integrated and Designated English Language Development	2, 4	102
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Lesson Study	2, 4	94
Literacy in the Content Areas	2, 4	101
Multilingual Education Leadership Network	2, 4	54
Multi-Tiered System of Support (MTSS)	2, 4	95
Promoting Excellence and Equity for Sacramento County's Youngest Learners	2, 5	2, 115
Reclassification Process for Dually-Identified Students Who Are with Mild and Moderate Disability	2, 4	105
River Bend STEM Day Camps	2, 4	111
SCOE Secondary English Learner Collaborative	2, 4	3
SEIS (Special Education Information System) Clerical District Support	2, 4, 5	42
SEIS (Special Education Information System) User Meetings	2, 4, 5	43
SEIS (Special Education Information System) Workshop	2, 4, 5	44
STEM Improvement Plan Development	2, 4	112
STEM Network	2, 4	113
Supporting Young Learners	2, 4, 6	116

LCFF Priorities/Services	Priorities	Page #
Transitional Kindergarten/Kindergarten Network	2, 4	117
Universal Design for Learning (UDL)	2, 4, 5	96
Priority 3: Parental Involvement and Family Engagement		
Cash for College Regional Coordinating Organization (RCO)	3, 4, 6	28
College and Financial Aid Workshops	3, 4, 6	29
Communication with Families of English Learners: Connecting Families, Cultures, and Languages	3, 4	30
Early Learning Family Engagement	3	31
Educational Rights and Resources for Youth Experiencing Homelessness	3	32
Engaging with Your Community on the California School Dashboard	3, 4	33
Establish a Pathway to Biliteracy	3, 4	103
Family and Community Engagement (FACE) Network	3	34
Family Science Nights	2, 3	35
High-Impact Family and Community Engagement	3	36
Improving Family Engagement to Support Educational Outcomes	2, 3	37
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Sacramento County Coalition for Youth	3, 6	14
Supporting Foster Youth: Understanding School Discipline and Supporting Positive Behavior	3, 6, 10	13
The Role, Rights, and Responsibilities of Education Rights Holders for Foster Youth	3, 6, 10	38
Title III Guidance	3, 4	61
Universal Prekindergarten (UPK) Planning and Implementation Support	1, 3	118
Youth Mental Health First Aid	3, 5	39

LCFF Priorities/Services	Priorities	Page #
Priority 4: Pupil Achievement		
Academic Conference and Grade/Content Team Meeting Facilitation	2, 4	89
Addressing Implicit Bias and Structural Racism	4, 5, 6	4
After School and Education Safety (ASES) and 21st Century Community Learning Centers (CCLC)	4, 6	9
An Administrator's Guide to Understanding the California School Dashboard	4	65
AVID Elementary College Readiness System	2, 4	72
AVID Excel College Readiness System	2, 4	73
AVID Individualized District/Site Training	2, 4	74
AVID Path to Schoolwide Training	2, 4	75
AVID Professional Learning TK–12 Workshop Series	2, 4	76
AVID Professional Learning Series	4	77
AVID Secondary College Readiness System	2, 4	78
AVID Virtual Collaborative Series	4	79
Capital Regional Assessment Network (CRAN)	4	80
Career Technical Education (CTE) Administrator Community of Practice	4, 7	83
Counselor Community of Practice	4, 7	87
Career Technical Education (CTE) New Teacher Training and Support	4, 7, 8	84
Career Technical Education (CTE) Teacher Community of Practice	4, 7	85
Career Technical Education (CTE) Technical Assistance	4, 7	86
Cash for College Regional Coordinating Organization (RCO)	3, 4, 6	28
Charter School Support	4	55
College and Career Readiness for Foster Youth	4, 6, 10	10
College and Financial Aid Workshops	3, 4, 6	29
Communication with Families of English Learners – Connecting Families, Cultures, and Languages	3, 4	30
Computer Science and Digital Learning	2, 4, 7	108
Computer Science (CS) Professional Learning	2, 4, 7	109

LCFF Priorities/Services	Priorities	Page #
Priority 4: Pupil Achievement, *continued*		
Continuous Improvement Training	4, 6	63
Curriculum and Instruction: Customized Services	2, 4	88
Data Analysis, Research, and Program Evaluation Services	4, 5	66
Diversity, Equity, and Inclusion Community of Practice	4, 5, 6	5
Early Learning Administrators Leadership Support (ELALA and SELL)	4, 6	114
ELA/Literacy and ELD Improvement Plan Development	2, 4	97
ELA/Literacy Network	2, 4	98
ELPAC: An Overview	4	81
Engaging with Your Community on the California School Dashboard	3, 4	33
English Language Proficiency Assessment for California (ELPAC): An Overview	4	81
English Learner Roadmap for Systemic Excellence (EL RISE!)	4, 6	52
English Learner Roadmap for Systemic Excellence (EL RISE!) Capital Region English Learner-Multilingual Symposium	4, 6	53
Establish a Pathway to Biliteracy	3, 4	103
Establish a Pathway to Civic Engagement	2, 4, 5, 6	106
Expository Reading and Writing Course (ERWC)	2, 4	99
The Formative Assessment Process Powered by the Smarter Balanced Tools for Teachers	4	82
High-Quality First Instruction (HQFI) Professional Learning Series	2, 4	100
History-Social Science Leadership Network	2, 4	107
How to Talk to Parents About Assessments	3, 4	35
Improving English Learner Program Effectiveness	2, 4	104
Improving Equitable Outcomes with SEL/Academic Integration	4, 5, 6	18
Instructional Coaching	2, 4	90
Instructional Materials Training	1, 2, 4	92
Instructional Rounds Facilitation	2, 4	93
Integrated and Designated English Language Development	2, 4	102
Key Legislation Ensuring All Students Have Equal Access to Information About Financial Aid	4, 5, 8	6

LCFF Priorities/Services	Priorities	Page #
Priority 4: Pupil Achievement, *continued*		
Key Legislation Ensuring All Students Have Equal Support in Completing Student Financial Aid Applications	4, 5, 8	7
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Leading from the Inside Out: Creating and Sustaining Equitable Systems, Structures, and Practices	4, 5, 6	8
Lesson Study	2, 4	94
Literacy in the Content Areas	2, 4	101
Local Control Accountability Plan (LCAP) Technical Assistance	4, 5, 6	57
Local Educational Agency Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Workshop	4	56
Multilingual Education Leadership Network (mELn)	2, 4	54
Multi-Tiered System of Support (MTSS)	2, 4	95
Reclassification Process for Dually-Identified Students Who Are with Mild and Moderate Disability	2, 4	105
River Bend STEM Day Camps	2, 4	111
School Plan for Student Achievement (SPSA) Development Workshop	4, 5	59
School-Level Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Workshop	4	58
SCOE Secondary English Learner Collaborative	2, 4	3
SEIS (Special Education Information System) Clerical District Support	2, 4, 5	42
SEIS (Special Education Information System) User Meetings	2, 4, 5	43
SEIS (Special Education Information System) Workshop	2, 4, 5	44
State and Federal Programs Network	1, 4	60
STEM Improvement Plan Development	2, 4	112
STEM Network	2, 4	113
The Formative Assessment Process Powered by the Smarter Balanced Tools for Teachers	4	82
Title III Guidance	3, 4	61

LCFF Priorities/Services	Priorities	Page #
Priority 4: Pupil Achievement, *continued*		
Transformative Social Emotional Learning: Building and Sustaining the Capacity of School and District Staff	5, 6	23
Transitional Kindergarten/Kindergarten Network	2, 4	117
Universal Design for Learning (UDL)	2, 4, 5	96
Using the Foster Focus Graduation/Transition Tool	4, 10	69
Priority 5: Pupil Engagement		
Addressing Implicit Bias and Structural Racism	4, 5, 6	4
Attendance and Engagement Network	5	25
Data Analysis, Research, and Program Evaluation Services	4, 5	66
Diversity, Equity, and Inclusion Community of Practice	4, 5, 6	5
Establish a Pathway to Civic Engagement	2, 4, 5, 6	106
Improving Equitable Outcomes with SEL/Academic Integration	4, 5, 6	18
Integrating Restorative Practices and Social Emotional Learning	5	19
Key Legislation Supporting Academic Achievement for Foster Youth	5, 6, 7, 10	11
Key Legislation Supporting Academic Achievement for Homeless Children and Youth	5, 6, 7	12
Key Legislation Ensuring All Students Have Equal Access to Information About Financial Aid	4, 5, 8	6
Key Legislation Ensuring All Students Have Equal Support in Completing Student Financial Aid Applications	4, 5, 8	7
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Leading from the Inside Out: Creating and Sustaining Equitable Systems, Structures, and Practices	4, 5, 6	8
Local Control Accountability Plan (LCAP) Technical Assistance	4, 5, 6	57
Making Connections to Outdoor Education Science Through Journaling	5, 7, 8	110
Promoting Excellence and Equity for Sacramento County's Youngest Learners	2, 5, 6	2, 115
RULER Training for School-Wide Social Emotional Learning	5, 6	20

LCFF Priorities/Services	Priorities	Page #
Priority 5: Pupil Engagement, *continued*		
School Plan for Student Achievement (SPSA) Development Workshop	4, 5	59
School-Based Mental Health and Wellness Internship	5, 6	125
SEIS (Special Education Information System) Clerical District Support	2, 4, 5	42
SEIS (Special Education Information System) User Meetings	2, 4, 5	43
SEIS (Special Education Information System) Workshop	2, 4, 5	44
SELPA: Community of Practice (CoP): Improving the School Intervention Process Through Collaboration	5, 6, 8	45
SELPA: Curriculum Training	5, 6, 8	46
SELPA: Educationally Related Mental Health Services Collaborative	5, 6	47
SELPA: Special Education Legal Updates and Training	5, 6	48
SELPA: Verbal De-escalation Training	5, 6	49
Social Emotional Development in Early Learning	5, 6	21
Social and Emotional Learning Community of Practice	5, 6	22
Supporting Young Learners	2, 4, 6	116
Transformative Social Emotional Learning: Building and Sustaining the Capacity of School and District Staff	5, 6	23
Universal Design for Learning (UDL)	2, 4, 5	96
Using the Foster Focus Database System District Dashboard	5, 10	68
Youth Mental Health First Aid	3, 5	39
Priority 6: School Climate		
Addressing Implicit Bias and Structural Racism	4, 5, 6	4
After School and Education Safety (ASES) and 21st Century Community Learning Centers (CCLC)	4, 6	9
Cash for College Regional Coordinating Organization (RCO)	3, 4, 6	28
College and Career Readiness for Foster Youth	4, 6, 10	10
College and Financial Aid Workshops	3, 4, 6	29
Continuous Improvement Training	4, 6	63
Diversity, Equity, and Inclusion Community of Practice	4, 5, 6	5

LCFF Priorities/Services	Priorities	Page #
Priority 6: School Climate, *continued*		
Early Learning Administrators Leadership Support (ELALA and SELL)	4, 6	114
English Learner Roadmap for Systemic Excellence (EL RISE!)	4, 6	52
English Learner Roadmap for Systemic Excellence (EL RISE!) Capital Region English Learner-Multilingual Symposium	4, 6	53
Establishing a Pathway to Civic Engagement	2, 4, 5, 6	106
Improving Equitable Outcomes with SEL/Academic Integration	4, 5, 6	18
Key Legislation Supporting Academic Achievement for Foster Youth	5, 6, 7, 10	11
Key Legislation Supporting Academic Achievement for Homeless Children and Youth	5, 6, 7	12
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Leading from the Inside Out: Creating and Sustaining Equitable Systems, Structures, and Practices	4, 5, 6	8
Local Control Accountability Plan (LCAP) Technical Assistance	4, 5, 6	57
Promoting Excellence and Equity for Sacramento County's Youngest Learners	2, 5, 6	115
RULER Training for School-Wide Social Emotional Learning	5, 6	20
Sacramento County Coalition for Youth	3, 6	14
School-Based Mental Health and Wellness Internship	5, 6	125
SELPA: Community of Practice – Improving the School Intervention Process Through Collaboration	5, 6, 8	45
SELPA: Curriculum Training	5, 6, 8	46
SELPA: Educationally Related Mental Health Services Collaborative	5, 6	47
SELPA: Special Education Legal Updates and Training	5, 6	48
SELPA: Verbal De-escalation Training	5, 6	49
Social Emotional Development in Early Learning	5, 6	21
Social and Emotional Learning Community of Practice	5, 6	22
Solutions to Bullying	6, 8	15
Student Mental Health Wellness Collaborative (SMHWC)	6	16
Suicide Prevention: Question, Persuade, Refer (QPR)	6	17

LCFF Priorities/Services	Priorities	Page #
Priority 6: School Climate, *continued*		
Supporting Foster Youth: Understanding School Discipline and Supporting Positive Behavior	3, 6, 10	13
Supporting Young Learners	2, 5, 6	116
Teacher Induction Series	5, 6	47
The Role , Rights, and Responsibilities of Education Rights Holders for Foster Youth	3, 6, 10	38
Transformative Social Emotional Learning: Building and Sustaining the Capacity of School and District Staff	5, 6	23
Understanding and Supporting Escalated Students	6	24
Priority 7: Course Access		
Career Technical Education (CTE) Administrator Community of Practice	4, 7	83
Career Technical Education (CTE) New Teacher Training and Support	4, 7, 8	84
Career Technical Education (CTE) Teacher Community of Practice	4, 7	85
Career Technical Education (CTE) Technical Assistance	4, 7	86
Computer Science and Digital Learning	2, 4, 7	108
Computer Science (CS) Professional Learning	2, 4, 7	109
Counselor Community of Practice	4, 7	87
Key Legislation Supporting Academic Achievement for Foster Youth	5, 6, 7, 10	11
Key Legislation Supporting Academic Achievement for Homeless Children and Youth	5, 6, 7	12
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Making Connections to Outdoor Education Science Through Journaling	5, 7, 8	110
Priority 8: Other Pupil Outcomes		
Career Technical Education (CTE) New Teacher Training and Support	4, 7, 8	84
Foster Youth Identification and Data Reconciliation in the Foster Focus Database System	8, 10	67

LCFF Priorities/Services	Priorities	Page #
Priority 8: Other Pupil Outcomes, *continued*		
Key Legislation Ensuring All Students Have Equal Access to Information About Financial Aid	4, 5, 8	6
Key Legislation Ensuring All Students Have Equal Support in Completing Student Financial Aid Applications	4, 5, 8	7
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Making Connections to Outdoor Education Science Through Journaling	5, 7, 8	110
SELPA: Community of Practice: Improving School Intervention Process Through Collaboration	5, 6, 8	45
SELPA: Curriculum Training	5, 6, 8	46
Solutions to Bullying	6, 8	15
Priority 9: Expelled Pupils		
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Priority 10: Foster Youth		
College and Career Readiness for Foster Youth	4, 6, 10	10
Foster Youth Identification and Data Reconciliation in the Foster Focus Database System	8, 10	67
Key Legislation Supporting Academic Achievement for Foster Youth	5, 6, 7, 10	11
Leadership and District Support for Continuous Improvement and Differentiated Assistance	1-10	64
Supporting Foster Youth: Understanding School Discipline and Supporting Positive Behavior	3, 6, 10	13
The Role, Rights, and Responsibilities of Education Rights Holders for Foster Youth	3, 6, 10	38
Using the Foster Focus Database System District Dashboard	5, 10	68
Using the Foster Focus Graduation/Transition Tool	4, 10	69

Appendix B: Services by Department

Department/Services	Page #
Advancement via Individual Determination (AVID)	
AVID Elementary College Readiness System	72
AVID Excel College Readiness System	73
AVID Individualized District/Site Training (series or one date options)	74
AVID Path to Schoolwide Training (2 days)	75
AVID Professional Learning TK-12 Workshop Series	76
AVID Professional Learning Series	77
AVID Secondary College Readiness System	78
AVID Virtual Collaborative Series	79
Career Pipeline Development	
School-Based Mental Health and Wellness Internship	125
Center for Student Assessment and Program Accountability (C-SAPA)	
An Administrator's Guide to Understanding the California School Dashboard	65
Capital Regional Assessment Network (CRAN)	80
Data Analysis, Research, and Program Evaluation Services	66
Engaging with Your Community on the California School Dashboard	33
The Formative Assessment Process Powered by the Smarter Balanced Tools for Teachers	82
College and Career Readiness Initiative	
Career Technical Education (CTE) Administrator Community of Practice	83
Career Technical Education (CTE) New Teacher Training and Support	84
Career Technical Education (CTE) Teacher Community of Practice	85
Career Technical Education (CTE) Technical Assistance	86
Computer Science and Digital Learning	108
Computer Science (CS) Professional Learning	109
Counselor Community of Practice	87
Cross-Departmental Team	
Attendance and Engagement Network	24
Family and Community Engagement (FACE) Network	32

Appendix B, continued

Department/Services	Page #
District and School Support	
Academic Conferences and Grade/Content Team Meeting Facilitation	89
After School and Education Safety (ASES) and 21st Century Community Learning Centers (CCLC) Network	9
Charter School Support	55
Communication with Families of English Learners: Connecting Families, Cultures, and Languages	30
Continuous Improvement Training	63
Curriculum and Instruction: Customized Services	88
Diversity, Equity, and Inclusion Community of Practice	5
ELA/Literacy and ELD Improvement Plan Development	97
ELA/Literacy Network	98
ELPAC Academy: Focusing on English Learners in the Classroom	117
ELPAC: An Overview	92
English Learner Roadmap for Systemic Excellence (EL RISE!)	52
English Learner Roadmap for Systemic Excellence (EL RISE!) Capital Region English Learner-Multilingual Symposium	53
Establishing a Pathway to Biliteracy	103
Establishing a Pathway to Civic Engagement	106
Expository Reading and Writing Course (ERWC)	99
Family Science Nights	35
High-Impact Family and Community Engagement	36
High-Quality First Instruction (HQFI) Professional Learning Series	100
History–Social Science Leadership Network	107
Improving English Learner Program Effectiveness	104
Improving Equitable Outcomes with SEL/Academic Integration	18
Instructional Coaching	90
Instructional Materials Selection	91
Instructional Materials Training	92
Instructional Rounds Facilitation	93
Integrated and Designated English Language Development	102
Integrating Restorative Practices and Social Emotional Learning	19
Leadership and District Support for Continuous Improvement and Differentiated Assistance	65

Department/Services	Page #
District and School Support, *continued*	
Lesson Study	94
Literacy in the Content Areas	101
Local Control Accountability Plan (LCAP) Technical Assistance	57
Local Educational Agency Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Workshop	56
Multilingual Education Leadership Network (mELn)	54
Multi-Tiered System of Support (MTSS)	95
Reclassification Process for Dually-Identified Students Who Are with Mild and Moderate Disability	105
River Bend STEM Day Camps	111
School-Level Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Workshop	58
School Plan for Student Achievement (SPSA) Development Workshop	59
SCOE Secondary English Learner Collaborative	3
State and Federal Programs Network	60
STEM Improvement Plan Development	112
STEM Network	113
Title III Guidance	61
Transformative Social Emotional Learning: Building and Sustaining the Capacity of School and District Staff	23
Understanding and Supporting Escalated Students	24
Universal Design for Learning (UDL)	96
Williams Technical Assistance	62
Early Learning	
Early Learning Administrators Leadership Support (ELALA and SELL)	114
Early Learning Family Engagement	31
Promoting Excellence and Equity for Sacramento County's Youngest Learners	2, 115
Sacramento Consortium for Empowering Early Educators (SacE3)	112
Social Emotional Development in Early Learning	21
Supporting Young Learners	116
Transitional Kindergarten/Kindergarten Educator Network	117
Universal Prekindergarten (UPK) Planning and Implementation Support	118

Appendix B, continued

Department/Services	Page #
Foster Youth and Homeless Services	
College and Career Readiness for Foster Youth	10
Educational Rights and Resources for Youth Experiencing Homelessness	32
Foster Youth Identification and Data Reconciliation in the Foster Focus Database System	67
Key Legislation Supporting Academic Achievement for Foster Youth	11
Key Legislation Supporting Academic Achievement for Homeless Children and Youth	12
Supporting Foster Youth: Understanding School Discipline and Supporting Positive Behavior	13
The Role, Rights, and Responsibilities of Education Rights Holders of Foster Youth	38
Using the Foster Focus Database System District Dashboard	68
Using the Foster Focus Graduation/Transition Tool	69
Prevention and Early Intervention	
Addressing Implicit Bias and Structural Racism	4
Diversity, Equity, and Inclusion Community of Practice	5
Leading from the Inside Out: Creating and Sustaining Equitable Systems, Structures, and Practices	8
RULER Training for School-Wide Social Emotional Learning	20
Sacramento County Coalition for Youth	14
Social and Emotional Learning (SEL) Community of Practice	22
Solutions to Bullying	15
Student Mental Health Wellness Collaborative (SMHWC)	16
Suicide Prevention: Question, Persuade, and Refer (QPR)	17
Youth Mental Health First Aid	39
Sacramento Cal-SOAP Consortium	
Cash for College Regional Coordinating Organization (RCO)	28
College and Financial Aid Workshops	29
Key Legislation Ensuring All Students Have Equal Access to Information About Financial Aid	6
Key Legislation Ensuring All Students Have Equal Support in Completing Student Financial Aid Applications	7

Department/Services	Page #
School of Education	
21st Century California School Leadership Academy (CSLA)	128
Classified Teacher Development Pathway	121
Clear Administrative Services Credential Program (CASCP)	126
Preliminary Administrative Services Credential Program (PASCP)	127
Teacher Induction Program	123
Teacher Intern Program	120
Teacher Residency Program	124
SEEDS of Partnership	
Improving Family Engagement to Support Educational Outcomes	37
Sly Park Environmental Education Center	
Making Connections to Outdoor Science Through Journaling	110
Special Education (SCOE/SELPA)	
SEIS (Special Education Information System) Clerical District Support	42
SEIS (Special Education Information System) User Meetings	43
SEIS (Special Education Information System) Workshop	44
SELPA: Community of Practice (CoP): Improving the School Intervention Process Through Collaboration	45
SELPA: Curriculum Training	46
SELPA: Educationally Related Mental Health Services Collaborative	47
SELPA: Special Education Legal Updates and Training	48
SELPA: Verbal De-escalation Training	49