



**State Compensatory
Education Program**

Policies and Procedures Manual

Woodsboro ISD

School Year 2021-22

Updated: Month and

***Modified by Region 16 ESC (Feb. 2**

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Section 1: Program Overview

TEC Section 29.081; TEC Section 42.152 (B); 77(R) SB 702

Purpose

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. Woodsboro ISD will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.

The SCE program planning and decision-making for the Woodsboro will include the superintendent, principal(s), and the site-based decision-making committee.

Districts receiving SCE funds are required to have local policies and procedures in place to identify:

- Students who are at-risk of dropping out of school under TEC Section 29.081 criteria;
- Students who are at-risk of dropping out of school under local criteria and document compliance with the 10% cap in TEC Section 29.081;
- How students are entered into the SCE program;
- How students are exited from the SCE program;
- The methodology involving calculation of the 110% satisfactory performance on all assessment instruments; and
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Goal

The goal of all Woodsboro ISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

General Use of Funds

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in the district. Students at Woodsboro ISD who meet any of the at-risk criteria are to be reported through the TSDS/PEIMS in the fall of each school year and

updated in the student information system as students are identified as meeting the at-risk criteria.

Woodsboro ISD will use state compensatory education funds to provide support programs and/or services that supplement the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rules may not be funded with SCE funds. The SCE services must be part of the delivery of academic instruction, which are supplemental to the regular program, and be reflected in the comprehensive needs assessment.

Woodsboro ISD will ensure that positions funded with SCE:

- Provide direct foundation curriculum instruction and services to identified at-risk students;
- Are supplemental to the basic instructional program;
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

Use of Funds on Title I, Part A Campus(es)

As appropriate and necessary, SCE funds will be used to support one or more of the three Title I, Part A Schoolwide Elements at Woodsboro ISD Title I campus(es), so long as each campus continues to meet, at a minimum, the 40% poverty threshold. The district ensures that all campuses will continue to receive their fair share of the State and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE program will be met.

Section II: Student Eligibility Criteria

TEC Section 29.081; TEC Section 28.0217; SB 702

Woodsboro ISD has adopted the TEC Section 29.081 fourteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

1. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Has not advanced from one grade to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parents;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Management System (TSDS/PEIMS) to have dropped out of school (will remain on list for remainder of public education);
10. Is a student of limited English proficiency (LEP), as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302 and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. (Note: One overnight stay will keep the student at-risk for the following two (2) years)
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259
15. Student is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.

Local Criteria: TEC Section 29.081

The district may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment process. The district is limited to serving 10% of the previous year's total identified at-risk students using local criteria.

X Woodsboro ISD has elected **not** to identify or serve students under locally defined criteria.

Woodsboro ISD has elected to serve students under locally defined criteria of _____.

Students with Disabilities:

TEC Section 29.081

Any student with a disability must still meet one of the 15 state criteria to be identified as at-risk.

Section III: Student Identification Procedures

TEC Section 29.081

District At-Risk Coordinator

Woodsboro ISD Superintendent will identify a District At-Risk Coordinator. The District At-Risk Coordinator will establish uniform procedures for identifying a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. The responsibilities of the District At-Risk Coordinator are, but not limited to, the following:

- Train administration and campus level staff in identifying at-risk students and coding them in TSDS/PEIMS
- Monitoring SCE expenditures and supplemental positions
- Evaluating the effectiveness of programs and services designed to address the needs of at-risk students
- Professional development for identification, interventions, and response to interventions for at-risk students

Campus At-Risk Contact

The District Superintendent, in consultation with each campus principal, will appoint an Campus At-Risk Contact for each campus. The Campus At-Risk Contact will be responsible for, but not limited to, the following:

- Manage and oversee the process for identification of students based on the 14 criteria and locally identified criteria, if applicable
- Maintain a list of identified at-risk students with the qualifying criteria listed
- Collaborate with campus administration and staff to ensure appropriate interventions are available to identified at-risk students
- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility

- Collaborate with the District At-Risk Coordinator and principal to provide appropriate and timely staff development sessions for proper identification and interventions/services
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors
- Compare at-risk numbers with prior years to observe for trends and variances
- Plan and conduct, in coordination with the District At-Risk Coordinator, an annual formative evaluation of the program effectiveness at the campus level.

The Campus At-Risk Contact, in consultation with the District At-Risk Coordinator, will establish a procedure to conduct Annual September reviews, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed will include, but may not be limited to, the following:

- For Pre-K to 3rd grade students only- student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7th to 12th only- student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- LEP status
- Homeless status or Foster Care
- Residential facility placement data (current or preceding school year)

Section XI: At-Risk Student Profile
Woodsboro ISD AT-RISK STUDENT PROFILE

PEIMS ID#	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current YR Enroll Date
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STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria	20 State Assessment Score	Core Subject Grades (7-12 only)	Core Subjects Grades (7-12 only)
Readiness on TPRI Score: _____ (PK-3 only)	State Assessment- Rdg _____	Previous Semester	Current Semester
Readiness TPRI Test (PK-3 only) Date: _____	State Assessment- Math _____	MATH _____	MATH _____
	State Assessment- Write _____	SCIENCE _____	SCIENCE _____
	State Assessment- Sci _____	ELA _____	ELA _____
		Social Studies _____	Social Studies _____

AT RISK CRITERIA		DOCUMENTATION	
Place a "Y" in the box for each question answered, "Yes". A "Yes" to any question qualifies the student "At-Risk".		Check all that apply. Documentation for each applicable item must be kept in student's At-Risk folder.	
	1. Did not perform satisfactorily on Readiness Test? (PK-3 only – TPRI)		Copy of Readiness Test (PK-3)
	2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)		Grade Record or failure list
	3. Was not advanced from one grade to the next for one or more school years? (Exception -PK or K not advanced as result of parent request)		Grade Record
	4. Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)		Copy of State Assessment or EOC reports
	5. Is pregnant or is a parent?		Copy of Doctor's report confirming pregnancy or records proving parenthood
	6. Is/Was in AEP (preceding or current year)? Section 37.006		Copy of hearing record indicating placement in AEP due to appropriate cause
	7. Is/Was expelled in preceding or current school year? Section 37.007		Copy of expulsion records indicating cause of expulsion
	8. Is currently on parole, probation, deferred prosecution, or other conditional release?		Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
	9. Was previously reported to PEIMS as a dropout?		Copy of PEIMS report classifying student as a dropout
	10. Is a LEP student?		Copy of LPAC profile indicating LEP status
	11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?		Copy of DPRS documentation confirming custody or referral
	12. Is homeless, as defined by 42 U.S.C. §11302 and its amendments?		Copy of records indicating homeless status
	13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility)		Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates
	14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259		
	15. Student is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.		

Student is At-Risk (Please Circle) Yes No _____

Person Completing Form _____ Principal's Signature _____ Date _____

MONITORING RECORD

Date	Monitored By	Service Provided	Data Reviewed	Recommendation to Exit		Recommendation to Modify Services (Explain)	Campus At-Risk Contact Initials
				Yes	No		

Date Exited from SCE Services: _____

Reason for Exiting Student: _____

Exit Review Conducted By: _____

Section IV: Provision of Services

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 83rd Legislative Session

Services

Woodsboro ISD DIP and CIP(s) are the primary records supporting SCE services and expenditures. The program/services will be described in the DIP if the program is implemented district-wide, or in the CIP(s) if implemented at the campus level. As based on Texas Education Agency's guidelines, the DIP/CIP will include the following:

- Comprehensive Needs Assessment (CNA)- is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff [include in both DIP and CIP(s)]
- Identified strategies- specific strategies aligned with the CNA
- Supplemental Full-Time Equivalents (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, the Campus At-Risk Contact, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments *See HB5 requirement
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions)
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services)
- Peer, teacher, community-member mentoring sessions
- Teen parenting sessions
- Intensive, supplemental reading programs

- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement)
- Professional development related to identification, interventions and response to intervention for at-risk students

* House Bill 5, 83rd Legislative Session added the requirement that each school district provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation.

Mentoring Programs for At-Risk Students:

TEC Section 29.089

Each district may provide mentoring service programs to students at-risk of dropping out of school. The district will obtain the consent of a student’s parent or guardian before allowing the student to participate in the program. The board of trustees may arrange for any public or nonprofit community-based organization to come to the district’s campus(es) and implement the program.

- X Woodsboro ISD does **not** use SCE funds for these programs.
- Woodsboro ISD does use SCE funds for providing mentoring program(s): _____

Monitoring

Campus At-Risk Contact:

The Campus At-Risk Contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student’s progress. Such measures may include, but are not limited to, the following:

- Periodic interviews with service providers
- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure and/or three-week progress reports
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS
- As appropriate, review impact of counseling services offered to identified students

Continued Monitoring

District At-Risk Coordinator:

Annually the District At-Risk Coordinator will review the campus use of SCE funds to ensure that the use of funds is targeting students who are at-risk. Supplemental salaries (FTEs) being paid through SCE will also be reviewed to ensure that the identified strategies in the CNA, CIP or DIP have the intended impact on student achievement.

Section V. Exit Procedures

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the Campus At -Risk Contact, in consultation with the principal and/or appropriate staff, will determine through periodic review of student data, the student’s continued eligibility and need for continued services.

All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following:

- 110% level of satisfactory performance on State assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status

- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP /EL status

The following at-risk criteria are automatically exited at the end of each school year or last day of the regular school calendar. Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date.

- PK to 3rd grade Readiness Assessment
- On parole, probation, or deferred prosecution
- In the custody or care of Department of Family Protective Services (DFPS)
- Identified homeless under the McKinney-Vento Homeless Assistance Act
- Identified as Foster Care

Students are never exited from the SCE program when they have been identified as at-risk under the following criteria:

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request)
- Was previously reported through TSDS/PEIMS to have dropped out of school
- Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code and, regardless of the student’s age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259

Methodology for Calculation of the 110% Satisfactory Performance on Assessment Instruments:

TEC Subchapter B, Chapter 39; TEC Section 28.0217

TEA does not maintain the 110% calculation for any public school. It is the district’s responsibility to complete the 110% calculation. Our regional Education Service Center (ESC) calculates the level equal to 110% of the level of satisfactory performance on the instrument using the following methodology:

- Using an Excel spreadsheet, the ESC representative enters data from the STAAR Raw Score Conversion chart for math, reading, writing, English, social studies, science, Algebra I, Biology, and U.S. History.
- The following information is entered into the spreadsheet to calculate the 110% level:
 - Grade:
 - Math- Grade level 3rd, 4th, 5th, 6th, 7th and 8th , and Algebra I
 - Reading- Grade level 3rd, 4th, 5th, 6th, 7th and 8th
 - Writing- Grade level 4th and 7th
 - English- English I and English II
 - Social Studies- Grade level 8th and U.S. History
 - Science- Grade level 5th and 8th, and Biology
 - Standard- Approaches
 - Total Test Items for each foundation curriculum subject
 - Raw Score Cut (test items required for Approaches)
 - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items)
 - 110% Average (Percentage of Total Test Items multiplied by 1.1)
 - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer)
 - 110% Scale Score
- The spreadsheet information is shared with appropriate district contacts.

Continued Monitoring:

Campus At-Risk Contact:

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the Campus At-Risk Contact will establish periodic reviews of student performance for those students who have been exited from the SCE program.

At a minimum, the review of student performance should consist of review of grading reports, attendance reports, and review of any assessments taken in the current school year.

Section VI: Program Evaluation

TEC 29.081; TEC Section 11.253

Required Overall Program Evaluation:

District coordinator, with campus contacts, conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other district students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA, DIP and CIP and expenditures. The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program. The evaluation findings will describe the characteristics of the at-risk student population will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

Additional Evaluation Measures:

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at each campus(es). This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

Annual SCE Evaluation: Previous School Year _____ at Woodsboro ISD

SCE Program Evaluation for School Year _____ (Insert School Year Here-Preceding School Year)				
Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
Example: Extended Day Services (e.g. After-School Tutoring, Saturday Classes, etc.) Example: Semi-Annual review of benchmark assessment results for identified students served and State Assessment results	District Coordinator, Campus Contact			
Example: Special Classes (e.g. Reading and Math Labs) Example: Review of 6-week failure lists for identified students served in special programs and course completion/promotion rates	District Coordinator, Campus Principals			

Goal, Objective, Strategy Worksheet

Goal # : All students in WISD will achieve one year's academic growth.

Performance Objective

Strategy Description	BUDG ET	Monitor	Strategy's Expected Result/Impact	Evaluation
Provide high impact tutoring (HIT) in math and reading for students in grades k-12 who have academic loss as a result of COVID-19.		Campus Principal	Students will close academic gaps in reading and math and meet the identified grade level standard on state tests.	Summative STAAR Assessments
WES will provide 30 hours of accelerated instruction aligned with HB 4545 for students who do not meet passing requirements in grades 3-5.		Campus Principal	Students will close the academic gaps in reading and math for all sub-populations.	STAAR Assessments

Section VII: State Compensatory Education (SCE) Expenditures

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211; FASRG Module 9; FAR Module 1

Woodsboro ISD ensures all costs recorded under SCE are supplemental to the regular education program and aligned with the CNA, DIP and CIP(s).

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to students at-risk of dropping out of school. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. SCE is a state mandated program, and SCE funds may only supplement the regular education program for students identified as at-risk of dropping out of school. SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.

Possible uses of funds (must be supplemental and instructional):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer assisted instruction
- Extension of the instructional school, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

Payroll/Personnel:

The district may fund Full-Time Equivalents (FTEs) with SCE funds. Payroll costs related to SCE must be shown as number of FTEs in the DIP and/or CIP(s). In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include job description, class schedule including number of students and number of minutes, and time and effort forms if required. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually
- Clearly identify the activities performed by the employee
- Be maintained in the employee's personnel file

Records of employee class schedule and time and effort records are available from the Woodsboro administration office.

Accounting Codes

FASRG, 9.3

The district will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Accelerated Education
- PIC 26 Non disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 Title I, Part A Schoolwide Activities Related to SCE Costs on Campuses with 40% or More Educationally Disadvantaged Students
- PIC 34 Pre-Kindergarten SCE Costs

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP, CIP and CNA. Use of the accounting codes implies that the district is in compliance with the appropriation of SCE funds to supplement programs that provide services for At-Risk students.

District and Campus Level SCE Expenditures

SCE 2022-23 District Level Funding and Budget

Woodsboro ISD : SCE Allocation Amount Received: \$ 407,869.00
 Required Direct Cost (At least 55% of received amount) \$ 224,327.95

Expenditures by Object Code:

6100 Payroll Costs \$ 324,404.60
 List the number of supplemental position(s) fully or partially funded with SCE at the district-level:
Professional Number of FTEs 20.9
Paraprofessional Number of FTEs .5

6200 Professional & Contracted Services \$ 0.00
 List the contracts to be SCE funded;
6300 Supplies & Materials \$ 0.00
 List the supplies and materials to be SCE funded:
6400 Other Operating Costs \$ 0.00
 List other operating costs to be SCE funded:

Expenditures by Program Intent Code (PIC):

PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- Title I, Part A School-wide above 40% educationally disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the amount to be allocated to each PIC code:

PIC 24- Accelerated Education \$ 324,404.60
 PIC 30- Title I, Schoolwide 40% \$ _____

SCE Program per student expenditure: \$ _____

The district must determine if additional SCE funding is effective in supporting at risk student needs.