

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, September 14, 2022 - 5:30 p.m.

Sutter County Superintendent of Schools Office

970 Klamath Lane – Board Room

Yuba City, CA 95993

Public Hearing

- *Sufficiency of Textbooks and/or Instructional Materials*

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and the Sutter County Superintendent of Schools’ website at www.sutter.k12.ca.us.

5:30 p.m. 1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Roll Call of Members:

June McJunkin, President
Victoria Lachance, Vice President
Jim Richmond, Member
Harjit Singh, Member
Trustee Area 1 - Vacant

4.0 Items of Public Interest to Come to the Attention of the Board

Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. *The California Government Code, Section 54954.3(a) states, “.....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

5.0 Approve the following Minutes of the Sutter County Board of Education [**Action Item**]

5.1 The minutes of the July 13, 2022, regular meeting of the Sutter County Board of Education are presented for approval.

5.2 The minutes of the August 10, 2022, regular meeting of the Sutter County Board of Education are presented for approval.

6.0 The Sutter County One Stop Department Update
Rinky Basi

7.0 Annual Declaration of Need for Fully Qualified Educators (2022-2023)
Superintendent Tom Reusser

The Declaration of Need for Fully Qualified Educators must be on file with the Commission on Teacher Credentialing before emergency permits can be issued to the Sutter County Superintendent of Schools Office.

8.0 Public Hearing on Sufficiency of Textbooks and/or Instructional Materials – Brian Gault

Education Code Section 60119 requires a public hearing to encourage participation by parents/guardians, teachers, members of the community and bargaining unit leaders who are interested in addressing the Board regarding sufficiency of textbooks or instructional materials for county-operated programs.

9.0 Adopt Resolution No. 22-23-I – Sufficiency of Instructional Materials – Brian Gault - **[Action Item]**

Resolution No. 22-23-I states the sufficiency of textbooks and/or instructional materials for students in county-operated programs are being presented for adoption.

10.0 Revisions to the SCSOS 2022-2023 Local Control and Accountability Plan - Brian Gault

The 2022-2023 Local Control and Accountability Plan (LCAP) presented for Board approval on June 22, 2022, was submitted to CDE for review. CDE provided feedback and recommendations for non-material revisions.

11.0 Business Services Report

- 11.1 Monthly Financial Report – August 2022– Nic Hoogeveen
- 11.2 Investment Report – June 2022 - Ron Sherrod
- 11.3 Surplus Report – Ron Sherrod
- 11.4 Donations – Ron Sherrod
- 11.5 Facilities Update – Ron Sherrod

- 12.0 The following Revised Board Policies, are presented to the Board for a first reading – Ron Sherrod
- BP 3100 – Budget
 - BP/AR 3100 – Budget
 - BP 3110 – Transfer of Funds

- 13.0 Rescind Board Policy 3111 – Deferred Maintenance Funds
Ron Sherrod [**Action Item**]

Board Policy 3111 Deferred Maintenance Funds is being presented to the Board to rescind the policy.

- 14.0 The following Revised Board Policies, are presented to the Board for a first reading – Brian Gault
- SP/BP 6158 Independent Study
 - SP/BP/AR 6158 Independent Study

- 15.0 SCSOS Updated Plan for Safe Return to In-Person Instruction and Continuity of Services – Brian Gault

The Plan for Safe Return and Continuity of Instruction has been updated with the most current guidance from Safe Schools for All and SCSOS policies and procedures.

- 16.0 Items from the Superintendent/Board

- 17.0 Adjournment

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent's Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.

All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.

Agenda Item No. 5.0

BOARD AGENDA ITEM: Approve Minutes of the July 13, 2022, and August 10 2022, Regular Board Meetings

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Maggie Nicoletti

Reports/Presentation

SUBMITTED BY:

Information

Tom Reusser

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The minutes of the regular meetings of the Sutter County Board of Education held July 13, 2022, and August 10, 2022, are presented for approval.

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
July 13, 2022

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President McJunkin at 5:31 p.m., July 13, 2022, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

Victoria Lachance led the Pledge of Allegiance.

3.0 Roll call of Members

June McJunkin, President - Present
Victoria Lachance, Vice President - Present
Jim Richmond, Member - Present
Harjit Singh, Member - Absent
Trustee Area 1 ~ Vacant

Superintendent Tom Reusser, Ex-officio Secretary - Present

Staff Members Present: Ron Sherrod, Whitney Hardison, Joe Hendrix, and Maggie Nicoletti

4.0 Items of Public Interest to come to the attention of the Board

None

5.0 Approve the following Minutes of the Sutter County Board of Education

A motion was made to approve the minutes of the following Regular Meetings of the Sutter County Board of Education.

5.1 The minutes of the June 15, 2022, regular meeting of the Sutter County Board of Education are presented for approval.

Motion made to approve the minutes of the June 15, 2022, regular meeting of the Sutter County Board of Education.

Motion Lachance *Seconded:* Richmond
Action: Motion Carried
Ayes: 3 (McJunkin, Lachance and Richmond)
Noes: 0
Absent: 1 (Singh) *Abstain:* 0

5.2 The minutes of the June 22, 2022, regular meeting of the Sutter County Board of Education are presented for approval.

Motion made to approve the minutes of the June 22, 2022, regular meeting of the Sutter County Board of Education.

Motion Richmond *Seconded:* Lachance
Action: Motion Carried

Ayes: 3 (McJunkin, Lachance and Richmond)

Noes: 0

Absent: 1 (Singh)

Abstain: 0

6.0 External Business Department Update

Whitney Hardison distributed an External Business PowerPoint handout to the Board. She reviewed the handout with the Board and highlighted specific roles and functions of the department. The handout further outlined the External Business Department's top goals and accomplishments.

7.0 Disclosure of Collective Bargaining Agreement for Sutter County Superintendent of Schools Employee Association (CSEA), Chapter #634

Ron Sherrod said they are required to present a summary of the outcome of the negotiations for CSEA. Ron reviewed the summary with the Board and stated that this is a two year summary.

8.0 Business Services Report

8.1 Monthly Financial Report: Ron Sherrod reviewed the Summary Report of Revenues, Expenditures and Changes in Fund Balance for June 2022 with the Board. Ron stated that attendance has been down throughout the state, not just in Sutter County. Not many changes since the last update.

8.2 Facilities Update: Ron stated there is not a lot to update. He met with Government Financial Strategies regarding the new building. Ron stated there is still some fine-tuning that needs to be done. Hopefully, the presentation regarding the new building will come before the Board at the August Board Meeting.

9.0 Sutter County Board of Education Strategic Plan and Goals

The Board reviewed the Sutter County Board of Education Strategic Plan and Goals. There were a couple of revisions made and the Plan will be brought back to the Board in August for approval.

10.0 Items from the Superintendent/Board

Superintendent Reusser stated that we had two WASC reviews; FRA and Adult Education. They each received a six year review.

June gave an update on AeroSTEM. She stated first, the Board President resigned and then, at the end of the meeting, the Board secretary resigned.

11.0 Adjournment

A motion was made to adjourn the meeting at 6:50 p.m.

Motion: Richmond Seconded: Lachance

Action: Motion Carried

Ayes: 3 (McJunkin, Richmond, and Lachance)

Noes: 0

Absent: 1 (Singh)

Abstain: 0

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
August 10, 2022

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by Vice President Lachance at 5:30 p.m., August 10, 2022, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by Trustee Richmond.

3.0 Roll call of Members

June McJunkin, President – Absent
Victoria Lachance, Vice President – Present
Jim Richmond, Member – Present
Harjit Singh, Member – Present
Trustee Area 1 - Vacant

Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Nic Hoogeveen, Ron Sherrod, Virginia Burns, Brian Gault, James Peters, Joe Hendrix and Maggie Nicoletti.

4.0 Items of Public Interest to come to the attention of the Board

None

5.0 Approve Minutes of the July 13, 2022, Regular Meeting of the Sutter County Board of Education

This item was tabled; Trustee Harjit Singh was not present at the July 13th Board Meeting; quorum not present for this agenda item.

6.0 Internal Business Department Update

Nic Hoogeveen, Director of Internal Business, and Paramjeet Kaur, Coordinator of Internal Business, presented a department overview to the Board. The presentation included an overview of the functions of the Internal Business Department and specific duties of each department within the Internal Business Department.

7.0 Quarterly Report on Williams/Uniform Complaints (April 1, 2022 – June 30, 2022)

Brian Gault shared the Quarterly Report on Williams Uniform Complaints for April 1, 2022 to June 30, 2022, 4th quarter of school year 2021-2022, pursuant to Education Code §35186. No reports were received within Sutter County during the last quarter.

8.0 Business Services Report

8.1 Nic Hooegeveen reviewed the July 2022 Summary Report of Revenues, Expenditures and Changes in Fund Balance monthly Financial Report with the Board for the period of July 1 – July 15, 2022, and noted the significant changes.

8.2 Ron Sherrod reviewed the May 2022 Investment Statement with the Board. He stated that the interest rate is 1.2%, a slight increase.

8.3 James Peters reported the HVAC project will be rolled over to next year; it has been very difficult getting an HVAC Technician.

9.0 Learning Communities for School Success Program (LCSSP) Grant

Virginia Burns, Director of Student Support and Outreach, stated it is a reporting requirement of the grant to update the Board. She distributed a year 2 summary report of the LCSSP Grant to the Board and reviewed the summary report with the Board.

10.0 Revised 2022-2023 Calendar for Feather River Academy

A motion was made to approve the revision to 2022-2023 Calendar for Feather River Academy.

Motion: Richmond

Seconded: Singh

Action: Motion Carried

Ayes: 3 (Singh, Lachance and Richmond)

Noes: 0

Absent: 1 (McJunkin)

Abstain: 0

11.0 Revised 2022-2023 Calendar for Pathways Charter Academy

A motion was made to approve the revision to 2022-2023 Calendar for Pathways Charter Academy.

Motion: Singh

Seconded: Richmond

Action: Motion Carried

Ayes: 3 (Singh, Lachance and Richmond)

Noes: 0

Absent: 1 (McJunkin)

Abstain: 0

12.0 Request for Qualifications (RFQ) for the Design of the New Career Training and Conference Center

James Peters, Director of Facilities, Maintenance and Operations, stated using a “Design Build Technology” would be in our best interest. He reviewed pertinent information contained in the RFQ for the Design of the New Career Training and Conference Center with The Board. James pointed out that page 6 has a change, under Project Budget item 7 – the written number does not correspond with the numerical number. The total anticipated budget is seventeen million, five hundred thousand dollars (\$17,500,000).

A motion was made to approve the Request for Qualifications (RFQ) for the Design of the New Career Training and Conference Center with correction discussed on page 6, item 7.

Motion: Richmond

Seconded: Singh

Action: Motion Carried

Ayes: 3 (Singh, Lachance and Richmond)

Noes: 0

Absent: 1 (McJunkin)

Abstain: 0

13.0 Financing Plan for Harter Building Construction

Lori Rainier, President of Government Financial Strategies, reviewed the financing plan for the construction of the Harter Building with the Board. Ms. Rainier stated it is very important to adhere to the estimated timeline. SCSOS has cash to contribute to this project so that we have to finance as little as possible; the cash contributions are outlined in the financing plan document. SCSOS will finance nine million, five hundred dollars (\$9,500,000) with a forty year pay off. We can pay off early or refinance for savings if the opportunity arises. With no more leasing costs to SCSOS, this will cover 64% of the payments initially.

14.0 Sutter County Board of Education Strategic Plan and Goals

The Board reviewed/revised the Sutter County Board of Education Strategic Plan and Goals at the July 13, 2022, Board Meeting.

A motion was made to approve the Sutter County Board of Education Strategic Plan and Goals.

Motion: Singh

Seconded: Richmond

Action: Motion Carried

Ayes: 3 (Singh, Lachance and Richmond)

Noes: 0

Absent: 1 (McJunkin)

Abstain: 0

15.0 Items from the Superintendent/Board

Superintendent Reusser reported on the following:

- Schools are up and running.
- Last week several departments met at Shady Creek for team building; it was a great event. There was a lot of positive and upbeat feedback from staff.
- County-wide In-service day was held on August 5th. We received very positive feedback from staff and the Leadership Team.
- Chris Reyna is the new principal at FRA. He brings vast knowledge and qualifications to the position.

Vicky reported that East Nicolaus is holding a golf fundraiser event on September 3rd.

The Nicolaus Labor Day Parade is being held this year. All the money generated from the parade benefits the schools in the Nicolaus area.

16.0 Adjournment

A motion was made to adjourn the meeting at 6:35 p.m.

Motion: Richmond

Seconded: Singh

Action: Motion Carried

Ayes: 3 (Singh, Lachance and Richmond)

Noes: 0

Absent: 1 (McJunkin)

Abstain: 0

BOARD AGENDA ITEM: Sutter One Stop Department Update

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR: PREPARED BY:
____ Action Rinky Basi

____ Reports/Presentation SUBMITTED BY:
✓ Information Rinky Basi

____ Public Hearing PRESENTING TO BOARD:
____ Other (specify) Rinky Basi

BACKGROUND AND SUMMARY INFORMATION:

Rinky Basi, One Stop Director, will present a department overview to the Board.

BOARD AGENDA ITEM: Annual Declaration of Need 2022/2023

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Jami Paul

Reports/Presentation

SUBMITTED BY:

Information

Jami Paul

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

Annual Declaration of Need is a mandatory Commission on Teacher Credentialing document that requires Board acknowledgement and approval. This document represents an estimate of the number of educators the county will hire that are not fully credentialed.

It is a formality to hire educators who have less than a preliminary credential.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022/2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County Sutter County County CDS Code 051

Name of State Agency Sutter County Superintendent of Schools

Name of NPS/NPA _____ County of Location Sutter

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 08 / 01 / 2022, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2023.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Tom Reusser

County Superintendent

Name

Signature

Title

08/01/2022

Fax Number

Telephone Number

Date

970 Klamath Lane, Yuba City, CA 95993

Mailing Address

JamiP@sutter.k12.ca.us

EMail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

4

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	0
Special Education	5
TOTAL	5

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Sutter County Superintendent of Schools

PUBLIC NOTICE

This is notice that Sutter County Superintendent of Schools (970 Klamath Lane, Yuba City, CA 95993) intends to employ one teacher for the 2022-2023 school year under a Provisional Internship Permit with approval from the California Commission on Teacher Credentialing. This ensures that SCSOS is able to fill all teaching positions for the remainder of the current school year.

Sutter County Superintendent of Schools intends to employ Amanda Jacobsen in our Special Education Department. She has provided proof of enrollment in a university program and progress toward earning a full authorization from the Commission on Teacher Credentialing for the 2023-2024 school year.

Any questions or objections should be submitted to:

Kathy Mercier, Director of Human Resources
KMercier@sutter.k12.ca.us
(530) 822-2900

Posted: August 2, 2022

BOARD AGENDA ITEM: Public Hearing on Sufficiency of Textbooks or Instructional Materials or Both

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Education Code Section 60119 requires the governing board to hold a public hearing to encourage participation by parents, teachers, and members of the community interested in the affairs for the County Office of Education, and bargaining unit leaders, to make a determination as to whether each pupil has sufficient textbooks or instructional materials or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education:

- Mathematics
- Science
- History-Social Science
- English-language Arts, including English Language Development

The public hearing must be held before the eighth week of school (between the first day that the students attended school and the eighth week from that day).



970 Klamath Lane
Yuba City, CA 95993
Phone (530) 822-2900
Fax (530) 671-3422

NOTICE OF PUBLIC HEARING

Notice is hereby given that the Public Hearing will be held as follows:

Date: Wednesday, September 14, 2022

Time: 5:30 p.m.

Place: Sutter County Superintendent of Schools Office
970 Klamath Lane
Yuba City, CA 95993

PUBLIC HEARING: Sufficiency of Instructional Material

Education Code Section 60119 requires the governing board to hold a public hearing to encourage participation by parents, teachers, and members of the community interested in the affairs of the County Office of Education, and bargaining unit leaders, and shall make a determination through a resolution, as to whether each pupil has sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education:

- (i) Mathematics
- (ii) Science
- (iii) History – Social Science
- (iv) English/Language Arts, including
English Language Development

FOR ADDITIONAL INFORMATION CONTACT:
Sutter County Superintendent of Schools
(530)822-2947

Posted on: September 1, 2022

BOARD AGENDA ITEM: Adopt Resolution No 22-23-I Sufficiency of Instructional Materials in Science, History/Social Science, Mathematics, and English/Language Arts

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Brian Gault, Chris Reyna, & Jessica Burrone

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

After the public hearing on the sufficiency of textbooks and/or instructional materials, the board will be asked to adopt a resolution to make a determination as to whether each pupil has sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

**SUTTER COUNTY BOARD OF EDUCATION
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS**

RESOLUTION NUMBER ____

**SUFFICIENCY OF INSTRUCTIONAL MATERIALS
2022-23**

Whereas, the governing board of Sutter County Superintendent of Schools, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 14, 2022, at 5:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the county that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Sutter County Superintendent of Schools, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE, HISTORY-SOCIAL SCIENCE, MATH, ELA AND READING FOR SPECIAL EDUCATION

Special Education

Science: Grade K-22 uses Unique Learning System Online Curriculum

*Science: K–Grade 5 uses *Pearson Scott Foresman California*.

*Grade 6 uses *Holt, Rinehart and Winston, California Earth Science*.

*Grade 7 uses *Holt, Rinehart and Winston California Life Science*.

*Grade 8 uses *Holt, Rinehart and Winston California Physical Science*.

Science: Grades 9 – 12 uses *McDougal Littell, Biology 2008*.

Science: Grades 9 – 12 uses Earth Science, Holt, Reinhart & Winston.

Science: Grades 9 – 12 uses Physical Science with Earth Science, Glencoe-McGraw Hill.

Science: Grades 9 – 12 uses Unique Learning System, Online Curriculum

History/Social Studies: Grade 12 uses *Holt, Rinehart, and Winston, 2003, Economics and Prentice Hall, 2006, American Government*.

History/Social Studies: Grade 11 uses *McDougal Littell, 2003, The Americans*.

History/Social Studies: Grade 10 uses *McDougal Littell, 2006, Modern World History*.

History/Social Studies: Grade 7-12 uses Unique Learning Systems, Online Curriculum

*History/Social Studies: Grade 8 uses *Teachers' Curriculum Institute, 2005, History Alive!, The United States Through Industrialism*.

*History/Social Studies: Grade 7 uses *Teachers' Curriculum Institute, 2005, History Alive!, The Medieval World and Beyond*.

*History/Social Studies: Grade K-6 uses Unique Learning System, Online Curriculum

*History/Social Studies: Grade 6 uses *Teachers' Curriculum Institute, 2004, History Alive!, The Ancient World*.

*History/Social Studies: Grade 5 uses *Scott Foresman, 2006, Our Nation*.

*History/Social Studies: Grade 4 uses *Scott Foresman, 2006, Our California*.

*History/Social Studies: Grade 3 uses *Scott Foresman, 2006, Our Communities*.

*History/Social Studies: Grade 2 uses *Scott Foresman, 2006, Then and Now*.

*History/Social Studies: Grade 1 uses *Scott Foresman*, 2006, Time and Place.

*History/Social Studies: Grade K uses *Scott Foresman*, 2006, Learn and Work.

Mathematics curriculum for Grade K-6 Unique Learning System, Online Curriculum

Mathematics curriculum for K-5 enVision Math, *Scott Foresman-Addison Wesley*, 2009.

Mathematics curriculum for Grade 6 Course 1: Numbers to Algebra, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grade 6-8 Unique Learning System, Online Curriculum

Mathematics curriculum for Grade 7 Course 2: Pre- Algebra I, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grade 8 Course 1: Algebra 1, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grades 9 – 12 California Pre-Algebra, *Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 Algebra 1 – Classics, *Smith Charles, Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 California Geometry, *Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 Beginning Algebra with Applications, *Houghton Mifflin*.

Mathematics curriculum for Grades 9-12 Unique Learning System, Online Curriculum

English Language Arts curriculum for Grades K-12 Unique Learning System, Online Curriculum,

English Language Arts curriculum for Grades K-6, Wonder Works, *McGraw Hill Education*.

*English Language Arts curriculum for Grades 7-12 High Point, Intervention

** Supplemental material used to address IEP goals, but are not from the current adoption cycle.*

Note: Special Education uses the instructional materials identified above, and has access as appropriate, per students' IEPs to applicable district adopted curriculum from the current adoption cycle.

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,
HISTORY-SOCIAL SCIENCE, MATH AND READING FOR
FEATHER RIVER ACADEMY**

Feather River Academy

Science: Grade 6-12 uses Edgenuity Courseware

History Social Science: Grade 6-12 uses Edgenuity Courseware

Mathematics: Grade 6-12 uses Edgenuity Courseware with ALEKS Math available as a supplementary resource.

English/Language Arts: Grade 6-12 uses Edgenuity Courseware

Intervention: Grade 6-12 uses Edgenuity MyPath

Character Development: Grade 6-12 uses Why Try

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,
HISTORY-SOCIAL SCIENCE, MATH AND READING FOR
PATHWAYS CHARTER ACADEMY**

Pathways Charter Academy

Science: Grade 6-12 uses Edgenuity Courseware

History Social Science: Grade 6-12 uses Edgenuity Courseware

Mathematics: Grade 6-12 uses Edgenuity Courseware

English/Language Arts: Grade 6-12 uses Edgenuity Courseware

Intervention: Grade 6-12 uses Edgenuity MyPath

Therefore, it is resolved that for the 2022-23 school year, the Sutter County Superintendent of Schools Office has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED at a regular meeting of the Sutter County Board of Education on the 14th day of September 2022, by the following vote:

McJunkin ____; Lachance ____; Richmond ____; Singh ____

Ayes:

Noes:
Absent:

June McJunkin, President
Sutter County Board of Education

Tom Reusser, Ex-officio
Sutter County Board of Education

BOARD AGENDA ITEM: Revisions to the SCSOS 2022-23 Local Control and Accountability Plan

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Brian Gault and Kristi Johnson

SUBMITTED BY:

Kristi Johnson

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The 2022-2023 Local Control and Accountability Plan (LCAP) presented for Board approval on June 22, 2022 was submitted to CDE for review. CDE provided feedback and recommendations for non-material revisions. The revised 2022-2023 LCAP is being presented as an information item.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter County Superintendent of Schools

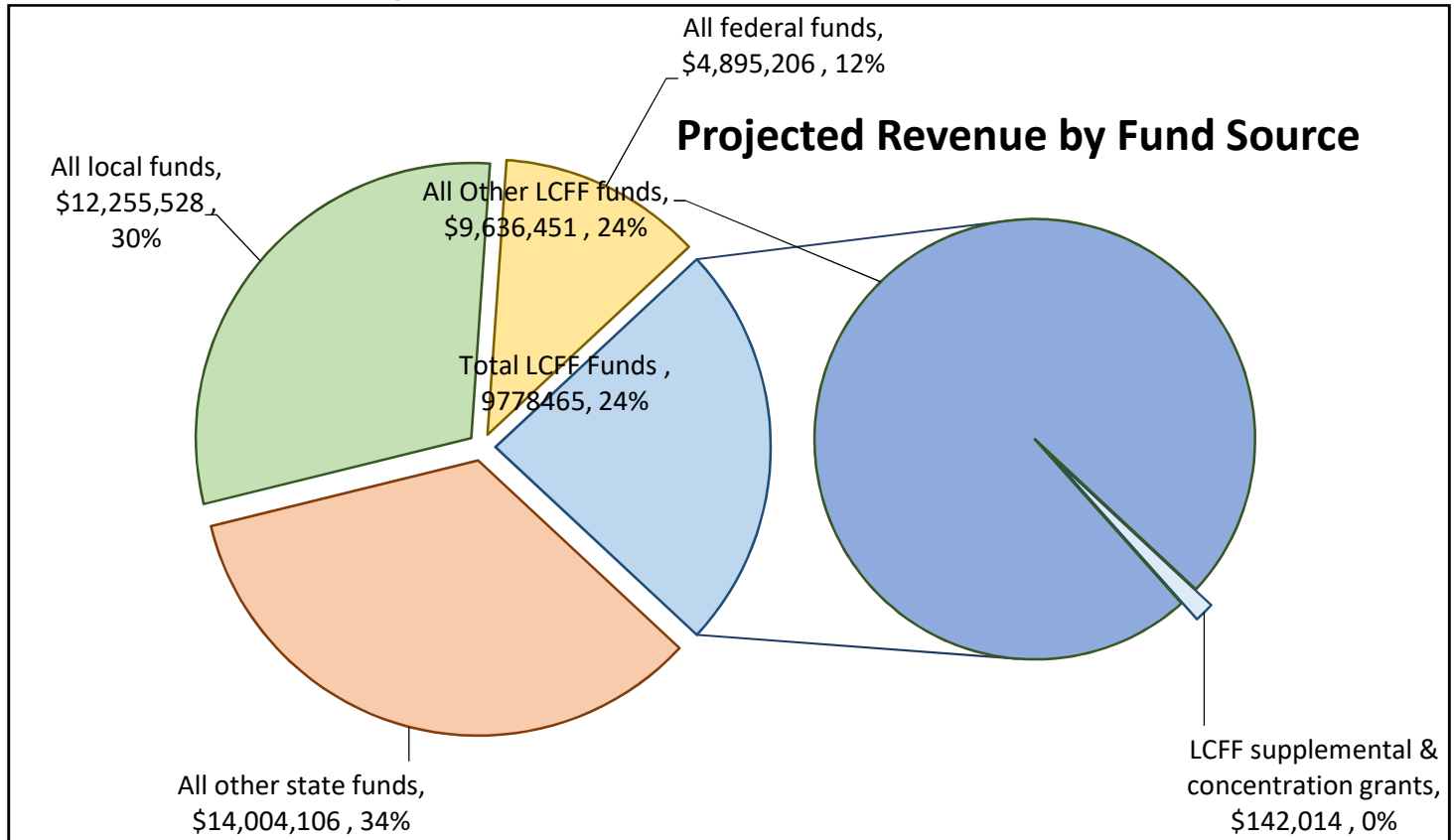
CDS Code: 51-10512-0000000

School Year: 2022 – 23

LEA contact information: Brian Gault, BrianG@sutter.k12.ca.us

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

Budget Overview for the 2022 – 23 School Year

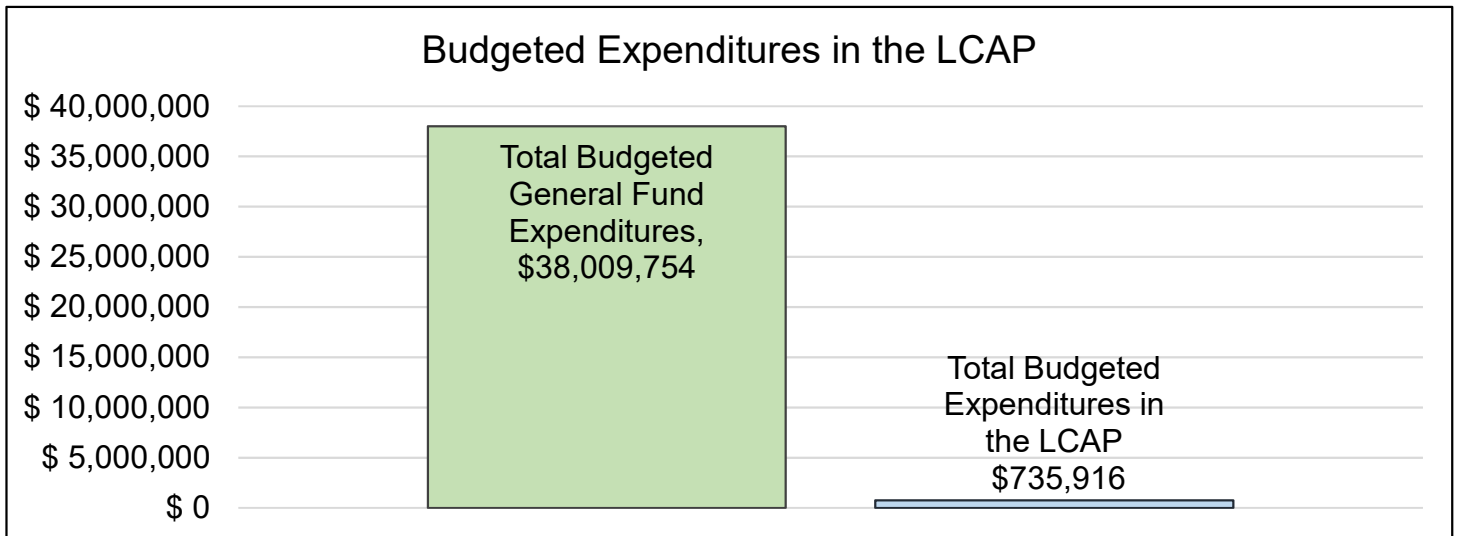


This chart shows the total general purpose revenue Sutter County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter County Superintendent of Schools is \$40,933,305.00, of which \$9,778,465.00 is Local Control Funding Formula (LCFF), \$14,004,106.00 is other state funds, \$12,255,528.00 is local funds, and \$4,895,206.00 is federal funds. Of the \$9,778,465.00 in LCFF Funds, \$142,014.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sutter County Superintendent of Schools plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sutter County Superintendent of Schools plans to spend \$38,009,754.00 for the 2022 – 23 school year. Of that amount, \$735,916.00 is tied to actions/services in the LCAP and \$37,273,838.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

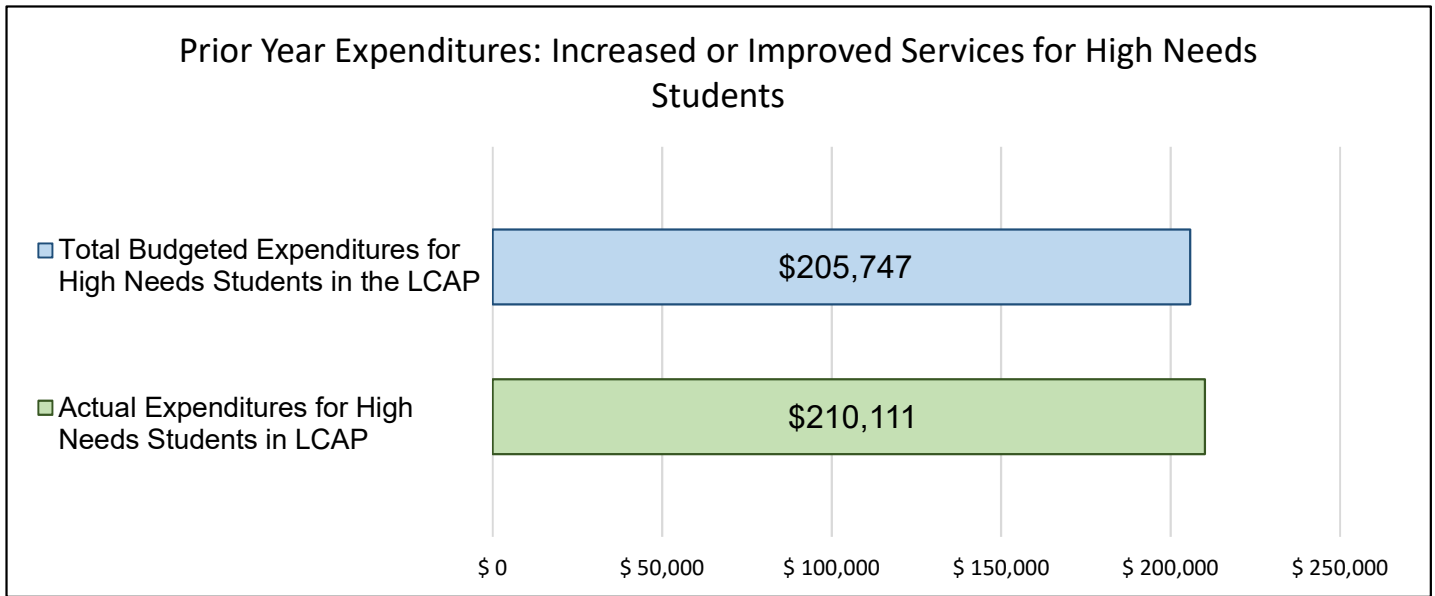
The General Fund operating expenses of the Sutter County Office of Education that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, contracted services such as maintenance, business, special education, technology, and routine maintenance on equipment, buildings, and vehicles.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Sutter County Superintendent of Schools is projecting it will receive \$142,014.00 based on the enrollment of foster youth, English learner, and low-income students. Sutter County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter County Superintendent of Schools plans to spend \$275,671.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Sutter County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sutter County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Sutter County Superintendent of Schools's LCAP budgeted \$205,747.00 for planned actions to increase or improve services for high needs students. Sutter County Superintendent of Schools actually spent \$210,111.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Brian Gault- Assistant Superintendent	briang@sutter.k12.ca.us (530)822-2947

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

When the 21-22 LCAP was approved all funds included through the Budget Act of 2021 were included. Educational partner engagement is described in the Stakeholder Engagement section on pages 58-62 of the 21-22 LCAP which is linked below.
[SCSOS 21-22 LCAP](#)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

SCSOS did not receive concentration grant add-on therefore this prompt does not apply.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SCSOS makes every effort to engage all educational partners in the development of plans for expenditures of the one-time federal funds. Educational partners are engaged through a combination of surveys, in-person meetings including staff meetings, Site Council or Parent Advisory Committee meetings, publishing draft plans on the website for public input and opportunities for public input at regularly scheduled Board Meetings. In development of the ESSER III Expenditure Plan, additional input sessions were held, through Zoom, with advocates representing the interests of low income families, foster students, and students with disabilities. The

process and summary of input can be found in the Community Engagement section on pages 2-5 of the ESSER III Expenditure Plan linked here.

[ESSER III Expenditure Plan](#)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

With the exception of the improvements to ventilation at FRA, SCSOS and Shady Creek and the purchase of curriculum for use with K-5 AB130 independent study students, all other actions are scheduled and on track to take place starting in 22/23 and run through 23/24.

At this time, we are still attempting to retain an HVAC engineer for Shady Creek. Our Facilities and Operations department has been attempting to initiate design since September. Two different attempts so far with no responses. A timeline on this project is very difficult to estimate at this time.

The Klamath Lane building and Feather River Academy HVAC systems are scheduled to be assessed, prioritized by condition, and cost engineered in January.

The Accelus curriculum was purchased and has been implemented with two K-5 students whose family elected to enroll in our AB130 independent study for the Fall semester of the 21/22 school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Sutter County Superintendent of Schools office is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by ensuring all funding are braided to achieve the goals established within our 21-22 LCAP. By identifying and prioritizing students’ academic and social emotional needs, we are able to address immediate needs as well as create and fund a long term coordinated plan to best meet the needs of the district, staff, students, and community. The Expanded Learning Grant funds are primarily budgeted towards expanding instructional time by offering extended and expanded summer school and robust supplemental supports for both academics and social emotional needs during the regular school day. These include tutoring and accelerating progress through learning supports by providing targeted intervention during non-core times during the school day. ESSER funds are primarily budgeted to ensure safe facilities and adequate staffing to bring students back on campus and provide in person instruction to the greatest extent allowed under health and safety guidelines. ESSER funds will also be used to extend the most successful of these services into 2022/23 and 2023/24 school years

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Brian Gault Assistant Superintendent, Educational Services	BrianG@sutter.k12.ca.us 530-822-2947

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Feather River Academy (FRA), fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is a County Community School established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Feather River Academy is housed on a campus next door to the Sutter County Superintendent of Schools Office. FRA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs. Students in grades 7 –12 who are at risk of being expelled, have been expelled, are referred by courts, probation or parents who have requested a voluntary transfer are served by Feather River Academy. FRA offers short-term Independent Study for students who demonstrate a high degree of independence and prefer a self-guided program under the guidance of a credentialed teacher. Independent study is an alternative to classroom instruction for at-risk youth and is consistent with the county office’s course of study and not an alternative curriculum. Feather River Academy strives to provide individual students with a choice of ways to acquire the values, skills and knowledge for success in the school setting. Upon enrollment at FRA, students and families engage in a robust planning and goal setting process that culminates in the establishment of an Individualized Learning and Success Plan. Progress on this plan is monitored closely by teachers, counselors and the students themselves. All programs work closely with students and parents to provide a focused instructional program with a goal of students returning back to their home school within 2 semesters or graduating from FRA. This year enrollment at FRA fluctuates during the school year between 30 and 45 students. According to the Fall 2021 Dashboard 94% of students are socioeconomically disadvantaged, 0% are Foster Youth and 10.2% are English learners. On average there are 1-2 English learners who may or may not be enrolled at the time of testing, which makes tracking data specific to English language proficiency challenging, while meeting student privacy requirements. Data collected is not always truly reflective or informative due to the small sample size of participants, especially in subgroups. Due to the number of English learners, metrics for Reclassification (4F) and Progress towards English Proficiency (4E) are not reported. Additionally, students who enroll in FRA are typically not prepared for the rigor of AP courses however, if needed AP course work can be accessed for students who demonstrate need but it is not a standard part of the program. Metrics for the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (4B) and the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (4H). Additionally, metrics are not

reported for percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks (4C) or the percentage of students who have successfully completed both types of courses described in 4B and 4C (4D)

FRA doesn't expel pupils so there are no metrics to address pupil expulsion rate 6B. Over the past several years, enrollment declined significantly and students that were referred, require a much higher level of support. To provide this support and to meet the increasing needs of our students, FRA continues to ensure small class sizes by funding 1 additional FTE above and beyond standard staffing ratios. 1 FTE counselor is provided despite the low enrollment to ensure more academic and social emotional support for students in the 2022/23 school year. Student and staff feedback indicates a positive impact from the increased number of adults on campus including administration (1), teachers (4), instructional aides (3), counselors (1), Support Specialist (.4), Attendance and Outreach (1), Probation (1), Office Staff (2) support. These related actions will continue in the 22-23 LCAP actions and services. Dashboard data reflected throughout the plan was published in 2021 and is reflective of the 2020-21 school year. It should be noted on the Dashboard, only status and change data is displayed when subgroups are between 11 and 29 students and data is not displayed for subgroups with less than 11 students. This is the case for many of the indicators on the FRA Dashboard. Also, the Fall 2021 Dashboard only reported on Graduation Rate and College/Career measures. Therefore, much of the data shared is locally collected.

Reflections: Successes

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

Because there was no Dashboard in the Fall of 2020 and Fall 2021 only included additional reports for Graduation and the College and Career Indicator, the most recent comprehensive Dashboard was from Fall 2019. Therefore in order to best meet the needs of FRA's student population, local data was collected and the following represent indicators of success that are supported through actions and services throughout the 2022-23 LCAP.

On Local Indicator Reflection Tool for Priority 2, Question 1 - FRA staff indicated progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks has improved from 2 (beginning development) in 2021 to 3 (Initial Implementation) in 2022 for ELA, ELD, Science and History Social Science. Staff attribute this to the collaboration time made available (Goal 2, Action 1). Collaboration time is prioritized in 22/23.

Also in Priority 2, question 4 - Staff indicated progress in the implementation of state standards in the area of CTE (4 to 5), Health (2 to 3) and PE (1 to 3) opportunities. Growth was attributed to the strengthening the partnership between SCSOS ROP/Department, support for implementation of the Health Framework through SCSOS sponsored CoPs and an allocation of resources to develop a weight room and provide staff to instruct. These relationships will continue in 22/23.

The last suspension rate recorded on the Dashboard in Fall 2019 showed 31.7% of students suspended at least once during the school year. During the 2019-20 year the rate dropped to 17% then to 1% in 2020-21. The low rates in 19/20 and 20/21 are attributed to students

spending a significant part of the school year on distance learning. The success is that in 2021-22, suspension declined from the last comparable data in 2019 from 31.7% to 27% even with increasing enrollment (expelled youth) and as students returned to in-person learning. To maintain this success, we will continue PBIS implementation, high adult to student ratio with focus on addressing the diverse social and emotional needs of students.

Attendance rates increased from 57% in 2020/21 to 76% in 2021/22. In order to maintain improved attendance rates, transportation and dedicated staff time to perform attendance and outreach duties will continue as it was shown to be successful in 21/22.

There was a significant increase in the number and percentage of students that participated in VAPA, PE, and Health courses. Specifically, participation rates of unduplicated students and students with exceptional needs grew at a higher rate than all students. Because of these increases, efforts will continue to enroll and expand opportunities for all students to offer a broad course of study.

Parent Participation rates in school surveys grew from 0% participation to 40%. Parent input in programs is essential to the success of students. Increased outreach efforts will continue to grow that rate even more.

In general, the successes shared above are attributed to the increased pupil to staff ratio and training that staff received. The low student to teacher ratio ensures very individualized learning plans that can be closely monitored and supported with supplemental support as needed. The addition of full time counseling services is foundational to the robust Multi Tiered Systems of Support for both academic and social emotional needs that are being developed through ongoing professional development and support for PBIS and PLC implementation. Taken as a whole these actions and services create a safe and stable learning environment where students feel engaged and supported to achieve their individualized goals.

Reflections: Identified Need

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

STAR ELA data indicates that reading continues to be a major concern for students at FRA. Many students shared that they are not putting in much effort in the STAR assessments this year. This is confirmed in observations by staff as the students complete the assessment.

Students scored in the following percentiles for end of year STAR ELA assessments:

Reading	2020-21	2021-22
Below the 25th percentile	80%	91%

Between the 25th and 49th percentile	17%	9%
Between the 50th and 74th percentile	3%	0%
75th and above percentile	0%	0%

STAR Math data indicates that math continues to be a major concern for students at FRA. The results of the reading assessments may be connected to the low math scores. Many students shared that they are not putting in much effort in the STAR assessments this year. This is confirmed in observations by staff as the students complete the assessment.

Students scored in the following percentiles for end of year STAR Math assessments:

Math	2020-21	2021-22
Below the 25th percentile	63%	91%
Between the 25th and 49th percentile	20%	6%
Between the 50th and 74th percentile	17%	3%
75th and above percentile	0%	0%

Steps taken during the 2021-22 school year to address the academic needs identified above involve increasing staff and strengthening the systems of support. Specifically we will continue to provide an increased number of paraprofessionals available to provide supplemental support for small groups or individuals. The supports are focused on academics, but can also be social-emotional supports in encouraging students to problem solve, advocate for self, and learn to respond appropriately in stressful situations. In addition, actions are being modified or added to include professional development and coaching related to blended learning delivery models and project based learning opportunities. Collaboration time is being prioritized in order to allow staff the time to evaluate student work and use data to drive instruction.

Responses to the 2021-22 Panorama Survey indicate students several areas of need that will be addressed through goals, actions and services in the 2022-23 LCAP.

School safety - Only 54% of students reported feeling safe at school, which is a decline from the previous year at 85%. It was interesting that parents and staff both rated feelings of school safety higher at 80% for parents and 86% for staff. To address this issue we will continue with PBIS implementation. In addition, we will be adding security staff to provide proactive supervision during non-instructional time. We will use MTSS to become more targeted in our counseling supports. In addition, we will be adding a campus supervisor who will monitor students during non-instructional time and provide a safe environment for students.

The High School Dropout and Graduation rate both declined. In 20-21 there were 6 students that dropped out of high school and in 21-22 there are 10. The graduation rate on the Fall 2019 Dashboard was 68.8% and declined in 2021 to 26.3%. In order to address these declines, we will increase counseling support and individual learning plans will be more closely monitored, targeting 12th grade students.

LCAP Highlights

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

Working with educational partners Feather River Academy developed this LCAP to support all students. Taking into consideration input from educational partners, an evaluation of state and local data, and the obligation to serve expelled and foster youth in the county, we have identified four LCAP goals. Foundational to the program is the development of individualized learning plans for every student. The majority of actions and services are designed to support the development, implementation and monitoring of these plans in order to ensure that the unique needs of our students are met.

Goal 1 - Sutter County Superintendent of Schools/Feather River Academy will provide an environment that supports students in establishing individualized goals and support to meet those goals in order to be College and Career Ready.

Goals 2 - Sutter County Superintendent of Schools/Feather River Academy will develop individual learning plans based on academic assessment data. Student outcomes will be improved and maximized through increased targeted professional development as well providing supplemental support and services.

Goal 3 - Sutter County Superintendent of Schools/Feather River Academy will promote student engagement and a school culture conducive to learning

Goal 4 - Improve educational outcomes for all foster youth through ongoing coordination of services, increased identification, and case management services targeted towards closing the achievement gap.

Key features include: An intense focus on creating a culture and school climate that meets the diverse needs of students' academic and social-emotional needs through increased counseling and case management as well as leveraging multiple learning opportunities in hand-on learning and curriculum, as well as the Edgenuity platform to provide students with enriching learning experiences. A focus on staff development in PBIS and PLC processes that helps to address both academic and SEL professional learning opportunities. This professional learning helps provide more capacity that will allow staff to meet the diverse, and growing needs of the students they serve.

Comprehensive Support and Improvement

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

Schools Identified

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

Feather River Academy

Support for Identified Schools

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

Sutter County Superintendent of Schools (SCSOS) has established a CSI team to support the development and implementation of improvement plans related to the indicators qualifying the school for comprehensive support. Sutter County Superintendent of Schools staff providing the support to the school include; Assistant Superintendent for Educational Services, Director of Curriculum, Instruction and Accountability, Coordinator of Student Support and Outreach, Assistant Superintendent of Special Education, MTSS/SEL Coordinator and our Program Analyst. This same team also works with Placer County Office of Education and CDE for Differentiated Assistance (DA). As a COE qualifying for CSI in DA, we qualified based on Dashboard Data generated from students enrolled at Feather River Academy (our County Community School). Feather River Academy qualified for CSI based on the 2019 Dashboard. 2020/2021 and 2021/2022 data was strongly influenced by the pandemic and multiple transitions between in-person and distance learning. With a full understanding of that, the CSI Team uses a variety of evidence-based tools and strategies (Improvement Science) to implement actions, monitor effectiveness and adjust actions that will address indicators of low performance. The Differentiated Assistance planning and support process for improvement which included; a deep dive into dashboard data, which led to a need for a deep dive into local data in order to explore theories or questions related to the dashboard data has been a useful tool for CSI as well. Other tools used to support the development of the CSI Plan include; the Problem Statement Tool, the Fishbone Diagram to identify root causes, the completion of the LEA Self-Assessment, the completion of a variety of Process Maps, the development of an Aim Statement, Driver Diagram and implementation of Plan-Do-Study-Act (PDSA) cycles.

In order to gather and consider a variety of stakeholder perspectives and opinions in the development of the CSI Plan, SCSOS staff engaged with administration at FRA on a regular basis to review student performance and stakeholder satisfaction. FRA administration, in turn, engages with school staff, students and parents on a regular basis including both formal and informal opportunities for input. FRA has an active Parent Advisory Committee, regularly scheduled opportunities for engagement with students through reflection sessions and with staff through the PLC process. Students, Parents, Teachers and Districts within Sutter County are stakeholder groups that provide feedback and input on the indicators related to qualifying for CSI. All groups provided similar input regarding the need to create more autonomy, buy-in and relevance for school. The theory being that low student performance on state indicators is directly correlated with the fact that this student population does not naturally see the value in confirming the school expectations.

Actions and interventions were identified as a result of using the data and information above and going through the Aim Statement process resulting in a Driver Diagram action guide. Strong consideration was given to proven evidence-based interventions that most closely align with our problem of practice, "The majority of students in our County Community School have not experienced success or belonging in a traditional setting. Many have extremely high ACE indicators. They have developed advanced avoidance tactics including school avoidance, acting out, sabotaging relationships and work avoidance."

The data quest and local data showed that attendance, engagement and behavior continue to be areas of concern. PBIS was identified as an evidence-based multi-tiered system of support designed to create a positive school culture by ensuring that students feel safe, successful and connected to school. This positive school culture will help to reduce absences, suspensions and distractions to the learning environment with the ultimate product of increased academic achievement and more students completing A-G requirements or Career Pathways.

In response to areas of weakness identified in the recent WASC LEA Self-Assessment, it was determined that focusing on developing a strong Professional Learning Community (PLC) would have a positive effect on all aspects of student success. The LEA Self-Assessment and WASC visitation report helped to identify the fact that FRA had non-existent or weak academic data systems or practices. Local and state data indicate serious academic deficiencies or gaps in learning for the majority of students at FRA. While staff worked diligently to meet the needs of the students there was no system in place to ensure that data used to guide and monitor the allocation of resources. Schools with strong PLCs have developed a shared understanding of assessments, implement common formative assessments, analyze evidence of student performance, and use that evidence to learn from one another and respond to school wide and individual needs identified. PLC schools have built a systematic process to provide clear instruction related to the desired outcome supported by systematic incentives and additional time and support for students who are experiencing difficulty meeting the expectations. Staff will engage in ongoing PD related increasing academic engagement and increasing rigor through Blended Learning delivery and more Project-based Learning opportunities.

Identified barriers to student success included a recognition that a very high percentage of the students attending our County Community School have experienced multiple and severe adverse childhood events. In response the determination was made to increase the amount of time available for SEL counseling. Although CSI is short term funding, the additional staffing is designed to develop resources and systems that will be sustainable after the funding for the increased time stops.

Inequities were primarily identified through the WASC LEA self-assessment process and fishbone diagram activity. The conclusion was that resources were being assigned with the best of intentions but haphazardly and with no system to monitor effectiveness and modify if necessary. Therefore, resources have not been used to effectively support data driven multi-tiered system of support for academic, behavioral and social student growth. Both PBIS and Professional Learning Community are designed to ensure systematic, data driven allocation of resources to meet the needs of students.

Sutter County Superintendent of Schools offers monthly “System of Support” sessions for all district administrators and appropriate staff designed to provide technical assistance for many topics including the organization and development of the district LCAP. LCAP specific sessions are designed around the template and the instructions for each section of the LCAP, including the CSI prompts. District administrators including FRA are provided all training materials SCSOS receives from statewide training, webinars, and other meetings where LCAP content is covered. In addition to content delivered to all districts, those districts which are identified for CSI meet individually with SCSOS staff to review requirements and identify improvement science tools that would help districts identify and prioritize their efforts.

Monitoring and Evaluating Effectiveness

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

The CSI/DA Team including site staff, COE and technical assistance providers (PCOE team) will continue to meet on a bi-monthly basis through 2022-23. In addition the local CSI team will meet monthly. Plan Do Study Act (PDSA) cycles will be used to monitor expected outcomes and make adjustments to implementation as needed. Attendance is being tracked closely using a data driven system developed by the team through the DA process (Data Collection- Attendance Data from Aeries and Attendance & Outreach Coordinator records). Academic achievement is being tracked closely using local data including Fall and Spring STAR Reading and Math assessments as well as engagement and mastery data from Edgenuity/MyPath, which is all embedded in the PLC system. Agendas and artifacts from PLC meetings are reviewed as part of the implementation support provided by contract with Solution Tree. PBIS implementation is monitored by completing the Tiered Fidelity Inventory at recommended intervals through the implementation process (Data Collection- Suspension and Discipline

Data from Aeries and school culture and student family social emotional well-being through Fall and Spring Panorama Surveys and bi-annual California Healthy Kids Surveys)

Agenized performance/data reports and discussion will be scheduled with PAC, PLC (certificated staff), classified staff and county LEAs through Plan for Expelled Youth Advisory Meetings.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Sutter County Superintendent of Schools and Feather River Academy believe strongly that the input received from all Educational Partners should directly impact the programs and guide the services developed for students. Our general process for Educational Partner engagement involves agendizing LCAP goals, actions, services and related expenditures at Staff (to include FRA Principal, Certificated, Classified and Bargaining Unit) and Parent Advisory meetings. Parent/student input, which is used to guide the allocation of resources, especially for unduplicated student groups, is gathered through individualized conferences or meetings where staff facilitate discussions to identify the barriers to academic and social success. Barriers identified through these meetings are compiled and used as a foundation for identifying the use of supplemental and concentration funds to increase and improve services.

Below are the actual dates of the meetings where LCAP input was an agendized topic.

Staff (FRA Principal, Certificated, Classified and Bargaining Unit):

Spring 2022 - One-on-one empathy surveys in May 2022

3/2/22 and 3/9/2022 - Mid-year update data and discussion

4/20/22 - Complete Local Indicator Self-Reflection Tools (Priority 2 and 7)

3/2/22, 3/9/22, 4/6/22, 4/20/22 -Staff Meeting w/ LCAP/WASC Dates

5/17/2022 - Complete Local Indicator Self-Reflection Tools (Priority 3)

Students:

May 2022 - Leadership Class Interview

Fall 2021 and Spring 2022 - Panorama Surveys were administered

Parents:

Spring 2022 - 3/10/22 - Parent Meeting to review Mid Year LCAP Infographic chart

Spring 2022 - Panorama Survey was provided to parents through a flier with a QR link.

SELPA: May 9, 2022

Parent Advisory Committee:

March 10, 2022- Midyear Update and Evaluation of 21/22 Metrics, Goals and Actions for development of the 22/23 LCAP

May 23, 2022- Review of 21/22 Goal Analysis and proposed Goals, Actions and expenditures for 22/23

June 14, 2022 - Final PAC to review final LCAP

ELAC/DELAC

Sutter COE does not have an ELAC committee due to not meeting the enrollment thresholds described in Education Code, Section 52063(b)(1)

SCSOS Board

September 8, 2021- Non-material revisions to 21/22 LCAP

February 9, 2022 - Mid-Year Status Update to the Board

June 15, 2022 - Public Hearing

June 22, 2022 - Board Approval

A summary of the feedback provided by specific educational partners.

Certificated and Classified Staff- FRA staff feels that their input is being asked for and heard and the overall consensus is that the current plan is moving overall in the right direction. All staff celebrate the learning opportunities being offered at FRA such as CTE courses, counseling supports, para support, project based learning, professional development opportunities and county office support. Overall, staff feels very connected to students and feel that most are excelling and making progress. Staff agrees with, and supports, the overall county office goals for students and staff at FRA. Staff supports the current plans for meeting the educational needs of students. Some of the data gathered indicates that more learning opportunities that meet students where they are at are needed.

Empathy Interview (Certificated and Classified Staff):

The empathy interviews provided insight and understanding about staff perceptions of the impact instructional aides have had on implementation of the recovery strategies listed above.

Parents:

Supportive of continuing Goal 1- Actions 1, 2 and 7 were specifically called out. Overall Goal 1 is helping to create an environment where students can experience success in a school setting, many for the first time.

Value the career exploration, classes and connections with vocational preparation

The ILP Process is important and helpful. Goal setting and tracking works for our kids.

The staffing ratio is critical. Students have high needs and require immediate attention frequently.

Goal 2- Actions 3 and 5 were identified individually. Overall the services provided; transportation, instructional aides, counselors and PBIS (including the incentives) are valued by members of the PAC.

Summer School in 2021 (field trips, counselors, aides) was called out as positive and successful.

Designated ELD was identified as an improvement in 21/22.

PAC suggests/recommends: Expanding the Project Based Learning opportunities; purposeful promotion of Career Pathways; Offering Health Education and specifically the Growth, Development and Sexual Health Units

Students -

-The number of adults on campus (office staff, instructional aides, teachers, counselors, probation, SSO specialist, admin, attendance & outreach) are necessary in several ways: always an adult to talk to, academic help readily available, personal problem solving or crisis management is accessible, supervision to keep us safe.

-Small class sizes are helpful- the teachers really know us on a personal level and we don't have to wait for help/attention if we are stuck academically. They establish realistic expectations and individualize our assignments, allowing flexibility to work at our own rate.

-The counselors help us with any mental or emotional issues

-The extra curricular activities (food, tye dye, fun friday, white elephant, basketball) are important. They help us get along better and motivate me to go to school.

-The transportation is great. We can get a ride to or from school at any time. Transportation is not a barrier at FRA.

-Edgenuity is working for roughly 50%. Some prefer paper/pencil to avoid distractions that come with having a computer/internet.

-ROP/CTE class motivate me to come to school

-The Media Bus was cool to get visual and performing arts credits (and have fun)

-Would like to see: More sports, field trips, art and keep doing more extracurriculars like dances, halloween activities/etc.

-Should do a better job of advertising and promoting ROP/CTE options

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Goal 1, Action 2 was developed and has been maintained in response to consistent feedback from all educational partners (Parents, Students and Staff). All partners have identified the need to maintain small class size and high adult to student ratios.

Goal1, Action 7 has been influenced by input from the student and parent groups. Both of those partner groups identified the need to increase the opportunities for students to participate in CTE and ROP courses as a way of engaging students and meeting their educational and post secondary goals.

Goal 2 , Action 2 was also identified as an important maintenance area. As mentioned above, a high adult to student ratio is considered critical to help students who are working to develop persistence, coping skills and a growth mindset.

All actions in Goal 3 were influenced by input received through empathy interviews, surveys and LCAP input sessions with staff and PAC. In each, the need to maintain supports for attendance, transportation and expanded services in the area of Social and Emotional Supports were clearly articulated.

Goals and Actions

Goal

Goal #	Description
1	Sutter County Superintendent of Schools/Feather River Academy will provide an environment that supports students in establishing individualized goals and support to meet those goals in order to be College and Career Ready. Priority 1, 2, and 7

An explanation of why the LEA has developed this goal.

Feather River Academy (FRA) serves students who have been expelled, referred by Probation or referred due to truancy. Student and parent input indicates that the families are generally disenfranchised with the traditional school setting and survey data indicates that upon entry in the County Community School, the majority of students do not see relevance or connection between school and their long term goals. Feather River Academy intends to establish a learning environment (conditions of learning) that is safe, respectful, nurturing and responsive to individual student needs. These actions taken as a whole, and monitored through the identified metrics, will ensure that students referred to FRA will enter an environment that supports them to establish individualized goals and realize how school provides support to help them achieve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A - Properly credentialed and appropriately assigned teachers Source: SARC	19-20 SARC 100%	20-21 SARC 100%	N/A	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1B - Student access to standards-aligned instructional materials Source: SARC	19-20 SARC 100%	20-21 SARC 100%	N/A	N/A	100%
Priority 1C - Facilities in Good Repair Source: Facilities Inspection Tool (FIT)	2020 FIT Overall “Good Repair” rating	2021 FIT Overall “Good Repair” rating	N/A	N/A	Maintain “Good Repair” rating
Priority 2A - Implementation of State Academic Standards Source: Local Indicator Tool for Priority 2	Spring 2021 Local Indicator Tool for Priority 2 Professional Learning for Teaching - 2 (Beginning Development) Standards Implementation Health - 2 (Beginning Development) PE - 1 (Exploration and Research Phase) VAPA - 3 (Initial Implementation)	Spring 2022 Local Indicator Tool for Priority 2 Professional Learning for Teaching 3 - (Initial Implementation ELA, ELD, NGSS, HSS) 2 - (Beginning Development Math) Standards Implementation Health - 3 (Initial Implementation) PE - 3 (Initial Implementation) VAPA - 3 (Initial Implementation)	N/A	N/A	Professional Learning for Teaching - 4 (Full Implementation) Standards Implementation Health - 4 (Full Implementation) PE - 4 (Full Implementation) VAPA - 4 (Full Implementation)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2B - EL access to CCSS and ELD Standards Source: STAR	2021 STAR (ELA) 0% of ELs in the 50th percentile or above	2022 STAR (ELA) 0% of ELs in the 50th percentile or above	N/A	N/A	25% of ELs will be in the 50th percentile or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7A - Access to Broad Course of Study</p> <p>Source: Metrics identified in the Local Indicator Tool for Priority 7</p>	<p>Spring 2021 Local Indicator Tool for Priority 7</p> <p>VAPA</p> <p>11/38 or 30% of all students</p> <p>0% of ELs</p> <p>N/A Foster Youth</p> <p>11/38 or 30 % of Socioeconomically Disadvantaged</p> <p>3/18 or 17% of Students with Exceptional Needs</p> <p>PE</p> <p>0% of all students</p> <p>0% of ELs</p> <p>N/A of Foster Youth</p> <p>0% of Socioeconomically Disadvantaged</p> <p>0 % of Students with Exceptional Needs</p>	<p>Spring 2022 Local Indicator Tool for Priority 7</p> <p>VAPA (Fall 2021)</p> <p>12/38 or 32% of all students</p> <p>3/5 or 60% of ELs</p> <p>N/A Foster Youth</p> <p>12/29 or 41% of Socioeconomically Disadvantaged</p> <p>7/15 or 47% of Students with Exceptional Needs</p> <p>PE</p> <p>11/38 or 30% of all students</p> <p>1/5 or 20% of ELs</p> <p>N/A of Foster Youth</p> <p>9/29 or 31% of Socioeconomically Disadvantaged</p> <p>4/15 or 27% of Students with Exceptional Needs</p>	N/A	N/A	<p>VAPA</p> <p>75 % of all students</p> <p>75% of ELs</p> <p>75% of Foster Youth</p> <p>75% of Socioeconomically Disadvantaged</p> <p>75% of Students with Exceptional Needs</p> <p>PE</p> <p>75 % of all students</p> <p>75 % of ELs</p> <p>75 % of Foster Youth</p> <p>75 % of Socioeconomically Disadvantaged</p> <p>75 % of Students with Exceptional Needs</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	Properly credentialed and appropriately assigned teachers.	\$190,005	N
2	Class Size Reduction	Fund 1 additional certificated staff to decrease class size and allow for intense monitoring of the Individual Learning Plans and just in time supports.	\$121,384	Y
3	Curriculum/Standards Implementation	Continue Edgenuity Online Platform Enhanced Professional Learning provided to teachers on the implementation of standards and best practices for teachers in supporting various types of learners, grade levels, and content areas within the same classroom through a blended learning model. Explore Project Based Learning as a supplement to core instruction to support increased engagement.	\$26,500	N
4	Ensuring Broad Course Access	Students have access to a comprehensive Health Education through alignment to the Framework in order to strengthen and supplement Health Curriculum to ensure comprehensive support of student health. Explore opportunities for increased physical education during the school day in order to create a more comprehensive program where students can be incentivised to earn credits towards graduation. Explore intramural sports during lunch. Continue weight training course. Create opportunities for students to participate in high-interest VAPA courses related to media arts.	\$0 (cost included in actions 1 and 2)	N
5	Co-Teach Model	SELPA funded Special Education Teacher will co-teach in ELA and Math classes Continue core and Special Education staff having bi-weekly common planning time. CIA PD Coordinator will provide additional coaching support in implementation. Continue book study of <i>Leading the Co-Teaching Dance</i> that was started in 2021-22 Priority 7C	\$0 (cost included in actions 1 and 2)	N

Action #	Title	Description	Total Funds	Contributing
6	ROP/CTE	Increase student enrollment in SCSOS CTE courses through Tri-County ROP. Expand to 9th and 10th grade Continue to administer Virtual Job Shadow to establish career goals	\$0 (cost included as in-kind from ROP)	N

Goal Analysis for 2021-22

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

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

All actions were implemented as intended with the exception of Action 3. Action 3 was intended to supplement Edgenuity curriculum by providing hands-on material to target Socioeconomically Disadvantaged and Students with Exceptional Needs who articulated a lack of confidence with computer-based work production. Throughout the school year it became evident that print materials from Edgenuity were available at no cost and other supplemental materials were available on site. Purchases were not necessary as predicted.

Successes-

Based on feedback from our educational partners, the individualized support afforded by the small class size (additional teacher) and the implementation of the co-teaching model allowed our students to transition from distance learning to in-person instruction successfully. While assessment data shows a concerning level of proficiency in both ELA and Math, staff, students and parents articulated the importance of these actions to ensure an end to the learning loss and a stabilization so students can begin to transition from social emotional regulation to academic engagement.

The co-teach model was also successful specific to the students with disabilities. A much higher percentage of students were successful in mainstream classes than in previous years. The Co Teaching book study proved to be a successful foundation for implementing the co-teach model in core classrooms and collaboration time dedicated to Co Teach planning was valuable. The co teaching model has been sufficiently developed to continue implementing in the 22-23 school year across all core content areas.

All students who still required the course as part of their high school graduation requirements participated in Health Education instruction using the new Framework. This Health instruction was supported through staff participation in the Health Framework Community of Practices provided through SCSOS.

Significantly more students were able to participate in weight training in 21/22 and earn PE credits during the school day. Additional equipment was purchased and staff time was reorganized to ensure quality instruction.

ROP/CTE course enrollment increased in the 21/22 school year by expanding the offerings to 9th and 10th grade students. The resulting expansion in the program did increase student enrollment in all ROP/CTE courses available at FRA.

Challenges-

Using the Edgenuity curriculum for in-person instruction was a challenge to some teachers. Math and Science in particular. In response professional development is being planned for 22/23 to implement a blended learning model as a way to increase student engagement and teacher agency with the curriculum.

There is a continuing challenge to attract independent study students to participate in on-site PE offerings as well as ROP/CTE courses.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 - Staffing - Estimated Actual expenditures were more than Budget Expenditures because salaries were projected for a less veteran teacher, but one with more experience was hired and costs were more

Action 4 - Edgenuity - Estimated Actual expenditures were less than Budget Expenditures because the original quote provided for Edgenuity was incorrect and the final invoice came in much lower.

Action 5 - Ensuring Broad Course Access - Estimated Actual expenditures were more than Budget Expenditures because weight room equipment was purchased

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

Actions 1 and 2 were called out as positive and “essential” for the population by several educational partner groups including students and parents. The small pupil to teacher ratio was identified by these groups as important to move beyond behavior management to academic growth. Combining a small classroom setting along with access to a broad course of study, staff were able to provide a more individualized level of support for students academically.

Feedback from the parents, students and staff indicates that the 21/22 action related to ROP/CTE was important and successful but should be expanded on. Enrollment data shows more students enrolled in ROP/CTE than in previous years but students indicated a need to do more follow-up after the Virtual Job Shadow. Providing more information about the various courses available and benefits of participation will be a focus area for the 22-23 school year.

Course access to VAPA, PE and Health for unduplicated students increased significantly as shown in the metric 7A. In 2021/22 VAPA courses were only offered in the Fall through a vendor but plans to integrate into the master schedule for the full year in 22/23. The course and equipment are being developed by current school staff.

Co Teaching occurred on a regular basis for the first time in the 21/22 school year. As a result, student engagement and completion of academic tasks increased based on Edgenuity data.

EL performance on the STAR did not reflect desired performance levels despite increased access to CCSS in ELA and ELD. In 21/22 only four out of five English Learners were assessed using the STAR in reading and those students all scored below the 25th percentile. Staff encourage a continued focus on the support from consultant and local PD coordinators in the area of designated and integrated ELD to ensure success in academic engagement that will transfer to standardized testing in the future.

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

The description of Goal 1 was updated to be more specific to describe how conditions of learning develop students who are college and/or career ready.

Action 3 - Supplemental Materials - Provide alternative curricular resources, primarily targeted to unduplicated students and students with exceptional needs, for Science History Social Science to provide hands-on learning experiences to students that struggle with the Edgenuity online learning platform (TCI and Discovery Education). **This action is being removed** in 22-23 as related materials were purchased or no longer needed.

Action 4 - Curriculum/Standards Implementation - This became action 1.3 in 22-23 and will include the addition of Blended Learning and Project Based Learning support in order to increase student engagement.

Action 5 - Broad Course Access - This became action 1.4 in 22-23 and will include the addition of a media arts course supporting VAPA

Action 6 - Co-teach - This became action 1.5 in 22-23 and will include additional coaching support from a CIA PD Coordinator.

Action 7 - ROP/CTE - This action will remain but became action 1.6 in 22-23

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Sutter County Superintendent of Schools/Feather River Academy will develop individual learning plans based on academic assessment data. Student outcomes will be improved and maximized through increased targeted professional development as well providing supplemental support and services. Priority 4 and 8

An explanation of why the LEA has developed this goal.

When students enroll at FRA they participate in a thorough intake process for the development of an Individual Learning Plan. The process includes Benchmark Assessments in ELA and Math along with a vocational survey and multiple SEL screeners. Through those results, it is apparent most students enter below grade level or significantly below grade level in all academic subject areas. Students are also credit deficient and have been unsuccessful in the traditional school setting. Outcomes related to students making progress towards English proficiency (4E) and English learner reclassification rates (4F) are not reported in the metrics and actions below due to student data privacy, but are tracked at the local level. Because Advanced Placement courses are not part of FRA’s course offerings, student pass rates (4G) and preparedness as measured by the EAP (4H) are not tracked . Because the goal is for students to return to their home school within two semesters, FRA does not track data related to CSU/UC completion (4B), successful completion of CTE courses (4C) and the percentage of pupils that successfully complete both (4D). By developing individual learning plans based on data from the assessments, FRA intends to improve and maximize student outcomes through increased targeted professional development and supplemental support and services for unduplicated students and students with exceptional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A - Statewide Assessments Source: Dashboard CAASPP and Dataquest	FRA 2019 Dashboard ELA - 123.2 points below standard Math - less than 11 students 2019 CAASPP ELA- 8.7% Met or Exceeded Math- 4.5% Met or Exceeded	Dashboard for 2020 and 2021 did not include CAASPP data 2021 CAASPP ELA- Less than 11 students tested Math- Less than 11 students tested	N/A	N/A	Dashboard ELA - 100 points below standard Math - less than 11 students CAASPP ELA- 21% Met or Exceeded Math- 17 % Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8A - Other Pupil outcomes Source:STAR ELA and Math	2021 STAR ELA <div data-bbox="384 305 669 737" style="border: 1px solid black; padding: 5px;"> Below the 25th percentile - 80% Between the 25th and 49th percentile - 17% Between the 50th and 74th percentile - 3% 75th and above percentile - 0% </div> 2021 STAR Math <div data-bbox="384 813 669 1245" style="border: 1px solid black; padding: 5px;"> Below the 25th percentile - 63% Between the 25th and 49th percentile - 20% Between the 50th and 74th percentile - 17% 75th and above percentile - 0% </div>	2022 STAR ELA <div data-bbox="720 305 1005 737" style="border: 1px solid black; padding: 5px;"> Below the 25th percentile - 91% Between the 25th and 49th percentile - 9% Between the 50th and 74th percentile - 0% 75th and above percentile -0% </div> 2022 STAR Math <div data-bbox="720 813 1005 1245" style="border: 1px solid black; padding: 5px;"> Below the 25th percentile - 91% Between the 25th and 49th percentile - 6% Between the 50th and 74th percentile - 3% 75th and above percentile - 0% </div>	N/A	N/A	STAR ELA <div data-bbox="1728 305 2013 792" style="border: 1px solid black; padding: 5px;"> Below the 25th percentile - 20% Between the 25th and 49th percentile - 25% Between the 50th and 74th percentile - 35% 75th and above percentile - 20% </div> STAR Math <div data-bbox="1728 889 2013 1321" style="border: 1px solid black; padding: 5px;"> Below the 25th percentile - 20% Between the 25th and 49th percentile - 25% Between the 50th and 74th percentile - 40% 75th and above percentile - 15% </div>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Collaboration	Weekly collaboration on minimum days for all staff to analyze student needs and data, plan for instruction and intervention using the PLC model	\$73,426	Y
2	Classified Support	Paraprofessionals to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners	\$121,837	N
3	EL Professional Learning	Support from EL expert Theresa Hancock on support for staff on best practices, standards implementation and Integrated and Designated ELD instruction. Provide staff feedback on teaching practices specific to support EL students across content areas.	\$0	Y

Goal Analysis for 2021-22

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

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

Overall actions were implemented as intended with the exception of action 4, the tutoring goal was not implemented due to a lack of student participation. As a result, supports were embedded in the school day and funds were re-allocated towards materials for hands-on project based learning activities.

Successes

Collaboration supported by Solution Tree PD on PLCs was implemented through virtual training via zoom. Through these collaborative meetings, staff created and implemented a school wide reading and writing goal for all students that was cross-curricular. Through the PLC process staff was able to identify essential standards for writing across the curriculum and created a formal writing rubric for all students. Formal assessments tied to this rubric allowed staff to track student growth on essential standards.

Classified Support was instrumental in providing academic and social emotional support as students transition back to in-person instruction. In addition, instructional aides were able provide additional support for academic engagement for individuals and small groups. Empathy interviews with staff indicated that this additional support is critical to the success of our student population.

Staff had the opportunity to work directly with a well known leader in the area of language development to refine both integrated and designated ELD. This work was also successfully supported with coaching from a SCSOS PD Coordinator which resulted in daily target instruction for our English Learners.

Challenges

After school tutoring was planned and budgeted but convincing students to stay after normal school hours or even access tutoring virtually was challenging. This action was abandoned early in the school year after multiple conversations with students, parents and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 - Collaboration - Estimated Actual expenditures were less than Budget Expenditures because substitutes were not needed for additional collaboration time.

Action 2 - Professional Learning - Estimated Actual expenditures were less than Budget Expenditures because the number of full days on the Solution Tree contract was more than needed.

Action 4 - Tutoring - Estimated Actual expenditures were less than Budget Expenditures because students did not take advantage of the opportunity to receive after school tutoring therefore there were no related staffing expenses.

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

Students showed progress on goals established through the Individual Learning Plans (ILP) but failed to meet identified targets on the summative STAR tests in reading and math. FRA staff and other educational partners feel that despite the student performance on the STAR, student progress on individual ILP goals for credit recovery, academic engagement and social-emotional regulation was positive. Collaboration time and professional learning were identified as effective in improving student outcomes. Grades and Edgenuity work completion reports showed a steady increase attributed to targeted instruction planned as a result of collaborative planning using the PLC model.

The action related to classified support was also identified as critical to progress toward this and other goals. Instructional Aides were used to quickly attend to students' social, emotional and academic needs. Student interviews and surveys identified the support of the Instructional Aides as key to their ability to regulate their behaviors and maintain academic focus.

While data showing academic growth of ELs is not available, the establishment of regular designated ELD instruction and a focus on integrated supports was identified as successful by students and staff.

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

- The description of Goal 2 was updated to be more specific to describe what the goal is intended to achieve.
- Action 1 - Collaboration - remove the costs associated with providing additional collaboration time for staff. The current schedule has students released early every day and collaboration time is embedded in the regular day.
- Action 2 - Professional Learning - **This action is being removed** in 22-23. Did not enter into contract for PLC support with Solution Tree. PLC implementation will continue at the local level without contracted services.
- Action 3 - Classified Support - This action will become 2.2 in 22-23. In 22-23 this action will no longer be an increased and improved because staff is funded with other one-time funds.
- Action 4 - Tutoring - **This action is being removed** for 22-23 as support will continue during the regular school day since students didn't take advantage of the opportunity in 21-22.
- Action 5 - EL Professional Learning - This action will remain but became action 2.3 in 22-23

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Sutter County Superintendent of Schools/Feather River Academy will promote student engagement and a school culture conducive to learning Priority 3, 5, 6 and 9

An explanation of why the LEA has developed this goal.

The purpose of a county community school is to educate students who are expelled, referred due to behavior or attendance problems, referred by probation or are not attending any school. In order to get these students to attend and engage, creating a culture where students learn to view themselves in a positive light and get along with others is crucial. In order to reestablish educational development, establish appropriate educational goals and support students to earn a high school diploma extensive support services are necessary. The actions and services in the goal are designed to remove barriers that have impeded success in the traditional school setting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3A/3B and 3C - Efforts to seek parent input in decision making and promote participation in programs for unduplicated pupils and students with exceptional needs</p> <p>Source: CHKS Survey or Panorama</p>	<p>2021 Survey Participation Rate (CHKS)</p> <p>0% All parents</p> <p>0% Unduplicated</p> <p>0% Exceptional Needs</p>	<p>2022 Survey Participation Rate (Panorama)</p> <p>40% 15/38 All parents</p> <p>Data not available disaggregated for Unduplicated Students</p> <p>Data not available disaggregated for Students with Exceptional Needs</p>	N/A	N/A	<p>Survey Participation Rate</p> <p>75% All parents</p> <p>75% Unduplicated</p> <p>75% Exceptional Needs</p>
<p>Priority 5A - Attendance</p> <p>Source - P2 Attendance Report</p>	<p>2020-21</p> <p>53%</p>	<p>2021-22</p> <p>76%</p>	N/A	N/A	87%
<p>Priority 9- Attendance Rates (expelled youth only)</p> <p>Source:P2 Attendance Report</p>	<p>2020-21</p> <p>53%</p>	<p>2021-22</p> <p>76%</p>	N/A	N/A	87%
<p>Priority 5B - Chronic Absenteeism</p> <p>Source - Dashboard - Chronic Absenteeism Indicator and Data Quest</p>	<p>FRA 2019 Dashboard - Less than 11 students at 7th-8th Grade</p> <p>2020-21=66%</p>	<p>FRA 2021 Dashboard - Not reported</p> <p>DataQuest</p> <p>68%</p>	N/A	N/A	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5C - Middle School Dropout Rate Source: AERIES	2020-21 0 students	2021-22 0 students	N/A	N/A	Maintain 0 Students
Priority 5D - High School Dropout Rate Source: CALPADS 1.12	2020-21 6 students	2021-22 10 students	N/A	N/A	2 Students
Priority 9 - High School Dropout Rate (expelled youth only) Source: CALPADS	2020-21 5% of Students	2021-22 70% of Students			2% of Students
Priority 5E - High School Rate Source: Graduation Rate Indicator (Dashboard) and/or CALPADS 15.1 or 15.2	FRA 2019 Dashboard - 68.8% Graduated	FRA 2021 Dashboard - 26.3% Graduated	N/A	N/A	75% Graduated
Priority 9 - Graduation Rate (expelled youth only) Source: CALPADS 15.1 or 15.2	2020-21 33%	2021-22 0%	N/A	N/A	65%
Priority 6A - Suspension Rate Source: Suspension Rate Indicator (Dashboard) and/or CALPADS 7.10 and 7.12	FRA 2019 Dashboard - 31.7%	FRA 2021 Dashboard - Not reported 27.14% (CALPADS)	N/A	N/A	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6B - Expulsion Rates Source:CALPADS	Does not apply as students are in a school for expelled youth	Does not apply as students are in a school for expelled youth	N/A	N/A	Does not apply as students are in a school for expelled youth
Priority 6C - Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness Source: CHKS Survey or Panorama	2020-21 - CHKS Sense of School Safety (Safe of Very Safe) Students - 85% Parents- 0% responded Sense of School connectedness Students - 64% Parents- 0% responded Total School Supports (Pretty Much or Very True) Students- 59% Parents- 0% responded	2021-22 - Panorama Spring 2022 Results Sense of School Safety (Safe of Very Safe) Students - 54% Parents- 80% Staff- 85.7% (Empathy Interview) Sense of School connectedness Students -34% Parents- 53% Staff- 89% (Empathy Interview) Total School Supports (Pretty Much or Very True) Students- 47% Parents-75.5% Staff- 90% (Empathy Interview)	N/A	N/A	Sense of School Safety Students - 95% Parents- 100% Sense of School Connectedness Students - 85% Parents- 85% Total School Supports (Pretty Much or Very True) Students- 80% Parents - 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Outreach	Attendance and Outreach Coordinator tracks and monitors attendance, conducts home visits, and provides individualized transportation	\$85,701	Y
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes	\$13,090	Y
3	Counseling Services	Increased individual and group counseling services provided to students to support academic, career, and social-emotional needs including substance abuse issues. Unduplicated students are targeted and given priority to services.	\$24,420	Y
4	PBIS Implementation	Continue focus on PBIS through work with SCSOS SEL Coordinator Provide incentives for students to reinforce positive behavior and attendance	\$12,300	Y
5	Parent Liaison	Maintain Parent Liaison/Receptionist to increase communication and inclusion of parents SED and EL parent. Coordinates translation services to ensure all parents have access and receive information.	\$37,084	Y
6	Campus Supervision	Supervise and monitor students during non-instructional class time to ensure appropriate behaviors of students. Patrol school property and assist in the formulation and implementation of proper security methods and procedures.	\$24,196	Y
7	Coordination of Services for Expelled Youth	Meet twice a year at the end of each semester to review implementation of the Expelled Youth Plan and student progress towards readiness to return to district of readiness	\$0	N

Goal Analysis for 2021-22

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

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

The actions in Goal 3 were carried out as designed and produced the best outcomes of all three broad goals. Re-engaging expelled youth students after multiple transitions from virtual to in-person was a challenge but one that the school was prepared to meet. The combinations of actions in this goal helped to create a safe and welcoming environment with adequate resources to remove barriers to attendance. PBIS implementation is foundational to ensuring the positive and supportive environment while personnel worked to ensure that students had transportation, encouragement and accountability to show up and take part. Attendance data shows that

Success:

Counselors provided 358 Individual Counseling Support sessions in Spring 2022 (Check In, Monitoring Progress in Attendance, Classroom, Behavioral Concerns, Risk Assessments). The reasons for referral included: Anger (3), Attendance (8), Behavior (9), Gang Concerns (4), Grief (4), Academic (1), Pregnancy (1), Substance Abuse (2), Mental Health (1) Relationship concern (4), home life (2), Engagement (2). Counselors also participated in 22 Student Care Team Referrals during the 21-22 School Year. 18 of those students were formally served by the Care Team.

A parent liaison/reception was added to the staff in October 2021. This addition of this person increased the number of contact with parents and added to the consistent and positive structures in the front office. This stability helps to ensure that students have a positive start to their day on arrival and that student and parent needs are met in a timely and responsive manner.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 - Transportation - Estimated Actual expenditures were less than Budget Expenditures because the action originally included the purchase of 2 vans and a staff member to transport students to ensure positive attendance. Due to the lack of vans available, there was only 1 purchased. In addition, no driver was hired.

Action 3 - Counseling Services - Estimated Actual expenditures were more than Budget Expenditures because there was no counselor in place for 2 months while we awaited the hiring of an additional staff.

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

Actions related to attendance and outreach and transportation positively impacted attendance rates which increased from 57% in 2020/21 to 76% in 2021/22. Although chronic absenteeism rates are higher than desired, focused efforts will continue to improve both attendance and decrease chronic absenteeism.

Suspension rates have improved since the previous dashboard. PBIS implementation efforts and targeted counseling efforts have proven successful and will continue in 22/23.

Although participation in school climate surveys by parents, students, and staff increased, we realized we were unable to disaggregate the parent survey data by student group. In 22/23, we will ensure this information is collected so we can better target supports and outreach to specific students and student groups.

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

Metrics specific to Expelled Youth (attendance rate, high school dropout rate, and graduation rate) have been eliminated. Instead Action 3.7 has been added to describe how the educational services for expelled youth are coordinated with the districts in Sutter County.

Action 2 - Transportation - the action in 21-22 included the purchase of 2 vans and the hiring of a driver. One van was purchased in 21-22 and it was determined a second was not needed. In addition, no additional driver would be needed. The action will continue to be implemented by providing bus passes and other supports to remove barriers. In addition, the action includes costs associated with van upkeep.

Action 4 - PBIS Implementation - the contract with PCOE will not take place in 22-23. However, the SCSOS SEL Coordinator will provide ongoing implementation support.

Action 5 - Parent Lisaon - the action will remain but due to need, will increase from 3.75 hrs/day to 6 hours/day.

Action 6 - This action will be added in 22-23 in order to address staff and students' concern for safety on the Spring Panorama survey.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	<p>Improve educational outcomes for all foster youth through ongoing coordination of services, increased identification, and case management services targeted towards closing the achievement gap.</p> <p>Priority 10</p>

An explanation of why the LEA has developed this goal.

SCSOS continually advocates for increased services to support the unique needs of foster youth as a priority population in Sutter County. The actions and metrics in in Goal #4 are aligned to the needs assessment coordinated by SCSOS Foster Youth Services Coordinating Program (FYSCP) and guided with the input from stakeholders from the Executive Advisory Council (EAC) to meet the unique needs identified to support the educational success of foster youth in Sutter County. Foster Focus will allow for the standardized identification and

tracking of foster youth. Increasing identification and tracking of foster youth allows FYSCP staff to make informed decisions to advocate and support the educational success of foster youth. Additionally, the Foster Focus Database increases interagency communication and collaboration between educational partners and CWS/ Probation staff that will streamline services and support for foster youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of professional development opportunities provided to LEAs and Community partners Source: Agendas/sign-in sheets	2020-21 1 per year	2021-22 1 S4 Training - Spring 2022	N/A	N/A	5 per year
# of Child Family Team (CFT) meetings attended by FYSCP staff Source: Foster Focus	2020-21 10 attendance at CFT meetings	2021-22 27 CFT Meetings	N/A	N/A	50 attendance at meetings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordination of Services	Host quarterly Executive Advisory Council (EAC) meetings Host monthly AB 2083 Interagency Leadership Team Meetings Host Bi-weekly SuperFAST meetings for interagency placements	\$5,973	N
2	Professional Development	Contract with S4 to build the FYSCP staff capacity to provide professional development to LEAs and community partners Ongoing Foster Focus Training for CWS and identified staff from LEAs	Included in Action 1	N

Action #	Title	Description	Total Funds	Contributing
3	Educational Case Management	SSO Support specialists will attend CFT meetings in order to provide educational advocacy, placement guidance, serve as the liaison to the schools, and assist in removing other identified educational barriers	Included in Action 1	N
4	Monitoring Student Outcomes	Establish data sharing MOU with all LEAs Establish district links with Foster Focus for the two large districts	Included in Action 1	N

Goal Analysis for 2021-22

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

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

Sutter County FYSCP made significant progress in our goal and planned actions. For the Coordination of Services, we were able to host or attend all planned meetings which allowed for increased communication amongst collaborative partners and have solution-oriented discussions. We also made required updates to the AB 2083 MOU this school year. We successfully trained and on-boarded CWS and Probation staff to Foster Focus. Our FYSCP staff participated in PDSA cycles with our Curriculum, Instruction and Accountability (CIA) to support their capacity of presenting Professional Development. Additionally, S4 created a Handbook for program guidance for FYSCP staff as well as provided Professional Learning to both existing and new staff in order to support the onboarding and capacity of FYSCP staff to build confidence in training for CWS and LEA staff. Our LEA was not able to successfully establish a data sharing MOU or establish district links although both larger districts are still interested.

Challenges include staffing both internally and with our collaborative partners. We had an FYSCP staff member resign in November and the position remained unfilled until April. Additionally, CWS informed us that due to low staffing, they are not regularly hosting CFTs. Additionally, we were unable to identify the percentage as a metric due to lack of data from CWS. Limitations with data sharing also remain to be a barrier to supporting our Foster Youth which is why we intend to continue advocating for a data sharing MOU.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Actions 1, 2, and 3 continue to be effective towards the established goal. Increasing awareness of Foster Youth Educational Rights and knowledge of opportunities to increase the educational success of foster youth. Our FYSCP Executive Advisory Council continues to state

that our collaboration with EAC members, the AB 2083 ILT and SuperFAST members is our greatest strength in achieving this goal. Increasing communication via Foster Focus and trainings for our partners and LEAs will allow us to improve educational outcomes of foster youth. The data sharing agreement (Action 4) was not established but we will continue to work collaboratively towards developing a data sharing agreement with our LEAs.

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

Metrics related to the graduation rate, chronic absenteeism rate, suspension rate, and college-going rate have been removed as they do not fall within the scope of Priority 10 and how SCSOS coordinates services for foster youth in Sutter County.

There was a revision to the metric for the number of Child Family Team (CFT) meetings held due to a typo. Although action 4.3 remains the same, the metric should be reflective of the actual number of CFTs attended, not a represented percentage.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$142,014	N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.16%	0%	\$0	3.16%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

After assessing the needs, conditions and circumstances, related to academic performance, of our SED students, we learned that 91% of our SED students are below the 25% percentile on the 20/21 STAR Test in ELA and 94% are below the 25th percentile in Math. This data is mirrored with our ALL Student Subgroup in ELA and Math.

In order to address this condition of our SED and EL students, we will implement actions in Goal 1 to include; action 2- class size reduction. Additional certificated staff decrease class size to allow for more intense and individualized monitoring. As well as Goal 2 to include; action 1- collaboration, action 2- additional paraprofessional support, and action 3- increased EL professional learning for staff. Training and dedicated time for collaboration allows for instructional planning and intervention needs to address the significant challenges of our specific population of students. Increased paraprofessional support as well as tutoring opportunities for students will provide additional target support for students. Although ELs are not a significant student group, the contract support provided by Theresa Hancock will support the academic language development for all students.

All actions are continued from the 2021-22 LCAP. Educational Partner feedback provided by certificated and classified staff, as well as both parents and students showed a desire to prioritize and continue the low student to teacher ratio.

These actions are being provided on an LEAwide basis and we expect all students performing below the 25th percentile to benefit. However, because the actions were designed to address our SED students' need for more personalized instruction and additional curriculum supports and our EL students' need for hands-on curriculum, we expect that the academic performance of our SED and EL students on the STAR assessment and eventually on the CAASPP will increase significantly more than the average scores of all other students. Additionally, we

anticipate the feedback from our stakeholders regarding these services will be positive and will help continue to inform our academic supports.

In our assessment of the needs, conditions and circumstances, related to conditions, climate and engagement, of our SED students, we learned that, in 2021-22 the attendance rate for our SED students was 81% as compared to 76% for the ALL student group. Although there is not a significant gap between the two groups, there is a significant gap in our student attendance rate and statewide attendance targets (minimally 90%). When examining chronic absenteeism for the SED student group, we learned that 75% were chronically absent (missing 10% more of the days enrolled) as compared to the ALL student group which was 66%. In 2021-22 37% SED students were suspended at least once compared to the All student group which showed 27% of students were suspended at least once. While no gap exists, the high rate of suspension is a concern to staff and Educational Partners. Additionally, our students conveyed that counseling services and extra-curricular activities helped them be better prepared to engage in instruction. Our parents reported that they appreciated the personalized connections between school and home, and that transportation services were appreciated and heavily relied upon.

In order to address the needs and conditions of our SED students, we will implement actions in Goal 3 to include; action 1- attendance and outreach coordinator to track, monitor and intervene on student attendance issues, action 2- address transportation barriers by providing personalized transportation, action 3- increased counseling services to address social emotional well-being so they feel safe and comfortable coming to school, action 4- continued PBIS implementation to ensure school climate is welcoming and conducive to student learning and uses restorative discipline practices rather than exempting them from school and action 5- a parent liaison to increase communication efforts among families.

These actions are being provided on an LEAwide basis and we expect all students' attendance rates to increase and suspension rates to decrease. However, because the actions were designed to address our SED students' need for transportation supports, increased counseling services and extra-curricular activities, and consistent parent communication, we anticipate our SED students' attendance rates and suspension rates will be more positively affected. Additionally, we anticipate the feedback from our stakeholders regarding these services will be positive and will help continue to inform our engagement and behavioral supports.

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

Sutter County Superintendent of Schools is required to increase and improve services for unduplicated pupils by 3.66%. The actions identified within the prompt above will be completed in order to meet this proportionality percentage.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Sutter County Superintendent of Schools does not receive the Concentration Grant Add On.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 493,149	\$ 22,257	\$ -	\$ 220,510	735,916	\$ 659,606	\$ 76,310

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staffing	All	\$ 190,005	\$ -	\$ -	\$ -	\$ 190,005
1	2	Class Size Reduction	All	\$ 44,464	\$ -	\$ -	\$ 76,920	\$ 121,384
1	3	Curriculum Standards/Implementation	All	\$ 21,500	\$ -	\$ -	\$ 5,000	\$ 26,500
1	4	Ensuring Broad Course Access	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	5	Co-Teach Model	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	ROP/CTE	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Collaboration	All	\$ 42,706	\$ 22,257	\$ -	\$ 8,463	\$ 73,426
2	2	Classified Support	All	\$ -	\$ -	\$ -	\$ 121,837	\$ 121,837
2	3	EL Professional Learning	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Attendance and Outreach	All	\$ 85,701	\$ -	\$ -	\$ -	\$ 85,701
3	2	Transportation	All	\$ 9,800	\$ -	\$ -	\$ 3,290	\$ 13,090
3	3	Counseling Services	All	\$ 24,420	\$ -	\$ -	\$ -	\$ 24,420
3	4	PBIS Implementation	All	\$ 7,300	\$ -	\$ -	\$ 5,000	\$ 12,300
3	5	Parent Liason	All	\$ 37,084	\$ -	\$ -	\$ -	\$ 37,084
3	6	Campus Supervisor	All	\$ 24,196	\$ -	\$ -	\$ -	\$ 24,196
3	7	Coordination of Services for Expelled Youth	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	1	Coordination of Services	All	\$ 5,973	\$ -	\$ -	\$ -	\$ 5,973
4	2	Professional Development	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	3	Educational Case Management	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Monitoring Student Outcomes	All	\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,495,114	\$ 142,014	3.16%	0.00%	3.16%	\$ 275,671	0.00%	6.13%	Total:	\$ 275,671
								LEA-wide Total:	\$ 275,671
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Class Size Reduction	Yes	LEA-wide	All	LEA-Wide	\$ 44,464	0.00%
2	1	Collaboration	Yes	LEA-wide	All	LEA-Wide	\$ 42,706	0.00%
2	3	EL Professional Learning	Yes	LEA-wide	All	LEA-Wide	\$ -	0.00%
3	1	Attendance and Outreach	Yes	LEA-wide	All	LEA-Wide	\$ 85,701	0.00%
3	2	Transportation	Yes	LEA-wide	All	LEA-Wide	\$ 9,800	0.00%
3	3	Counseling Services	Yes	LEA-wide	All	LEA-Wide	\$ 24,420	0.00%
3	4	PBIS Implementation	Yes	LEA-wide	All	LEA-Wide	\$ 7,300	0.00%
3	5	Parent Liason	Yes	LEA-wide	All	LEA-Wide	\$ 37,084	0.00%
3	6	Campus Supervisor	Yes	LEA-wide	All	LEA-Wide	\$ 24,196	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 772,382.00	\$ 685,634.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staffing	No	\$ 195,276	\$ 231,306
1	2	Class Size Reduction	Yes	\$ 119,270	\$ 116,139
1	3	Supplemental Materials	Yes	\$ 3,200	\$ 3,200
1	4	Edgenuity	No	\$ 14,875	\$ 8,705
1	5	Ensuring Broad Course Access	No	\$ -	\$ -
1	6	Co-Teach Model	No	\$ 400	\$ 251
2	1	Collaboration	Yes	\$ 74,064	\$ 68,157
2	2	Professional Learning	No	\$ 39,450	\$ 12,250
2	3	Classified Support	Yes	\$ 38,884	\$ 38,832
2	4	Tutoring	Yes	\$ 4,000	\$ -
2	5	EI Professional Learning	Yes	\$ -	\$ -
3	1	Attendance and Outreach	Yes	\$ 80,387	\$ 80,632
3	2	Transportation	Yes	\$ 123,785	\$ 54,385
3	3	Counseling Services	Yes	\$ 21,789	\$ 15,364
3	4	PBIS Implementation	Yes	\$ 32,500	\$ 32,204
3	5	Parent Liaison	Yes	\$ 19,502	\$ 19,212
4	1	Coordination of Services	No	\$ 5,000	\$ 4,997
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 150,484	\$ 205,747	\$ 210,111	\$ (4,364)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staffing	No	\$ -	\$ -	0.00%	0.00%
1	2	Class Size Reduction	Yes	\$ 20,510	\$ 39,250.00	0.00%	0.00%
1	3	Supplemental Materials	Yes	\$ 3,200	\$ 3,200.00	0.00%	0.00%
1	4	Edgenuity	No	\$ -	\$ -	0.00%	0.00%
1	5	Ensuring Broad Course Access	No	\$ -	\$ -	0.00%	0.00%
1	6	Co-Teach Model	No	\$ -	\$ -	0.00%	0.00%
2	1	Collaboration	Yes	\$ 46,879	\$ 41,061.00	0.00%	0.00%
2	2	Professional Learning	No	\$ -	\$ -	0.00%	0.00%
2	3	Classified Support	Yes	\$ -	\$ -	0.00%	0.00%
2	4	Tutoring	Yes	\$ 4,000	\$ 6,392.00	0.00%	0.00%
2	5	EI Professional Learning	Yes	\$ -	\$ -	0.00%	0.00%
3	1	Attendance and Outreach	Yes	\$ 80,387	\$ 80,632.00	0.00%	0.00%
3	2	Transportation	Yes	\$ 4,480	\$ -	0.00%	0.00%
3	3	Counseling Services	Yes	\$ 21,789	\$ 15,364.00	0.00%	0.00%
3	4	PBIS Implementation	Yes	\$ 5,000	\$ 5,000.00	0.00%	0.00%
3	5	Parent Liaison	Yes	\$ 19,502	\$ 19,212.00	0.00%	0.00%
4	1	Coordination of Services	No	\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,105,362	\$ 150,484	0.00%	3.67%	\$ 210,111	0.00%	5.12%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Nic Hoogeveen

SUBMITTED BY:

Nic Hoogeveen

PRESENTING TO BOARD:

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for August will be reviewed.

Summary Report of Revenues, Expenditures and Changes in Fund Balance (Unrestricted and Restricted Combined)

August 2022

07/16/22-08/15/22

Description	Account Codes	Original Budget	Operating Budget	Actuals to Date	Projected Yr Totals	Difference (Col D - B)	2022-23 % Actuals as a % of Budget
		7/1/22 (A)	7/15/22 (B)	8/15/22 (C)	8/15/22 (D)	(E)	
A. Revenues							
1. Local Control Funding Formula	8010-8099	\$ 9,778,465	\$ 9,778,465	\$ 347,058	\$ 9,778,465	-	A 3.5%
2. Federal Revenues	8100-8299	\$ 4,895,206	\$ 4,939,397	\$ 146,829	\$ 5,114,397	175,000	B 3.0%
3. Other State Revenues	8300-8599	\$ 14,004,106	\$ 14,004,106	\$ 825,193	\$ 14,303,290	299,184	C 5.9%
4. Other Local Revenues	8600-8799	\$ 12,255,528	\$ 11,945,368	\$ 60,966	\$ 11,972,998	27,630	D 0.5%
5. TOTAL REVENUES		\$ 40,933,305	\$ 40,667,336	\$ 1,380,046	\$ 41,169,150	\$ 501,814	3.4%
B. Expenditures							
1. Certificated Salaries	1000-1999	\$ 9,388,755	\$ 9,308,115	\$ 340,917	\$ 9,343,429	35,314	E 3.7%
2. Classified Salaries	2000-2999	\$ 11,149,653	\$ 11,209,783	\$ 640,758	\$ 11,271,678	61,895	F 5.7%
3. Employee Benefits	3000-3999	\$ 9,588,122	\$ 9,575,736	\$ 364,302	\$ 9,610,199	34,463	G 3.8%
4. Books and Supplies	4000-4999	\$ 1,075,493	\$ 1,108,857	\$ 55,023	\$ 1,215,040	106,183	H 5.0%
5. Services, Other Operation	5000-5999	\$ 5,944,845	\$ 5,981,575	\$ 778,174	\$ 6,242,696	261,121	I 13.0%
6. Capital Outlay	6000-6999	\$ 511,989	\$ 625,359	\$ -	\$ 664,920	39,561	J 0.0%
7. Other Outgo	7100-7299	\$ 467,846	\$ 467,846	\$ 1,601	\$ 467,846	-	K 0.3%
8. Direct Support/Indirect	7300-7399	\$ (116,949)	\$ (116,949)	\$ (3,759)	\$ (116,949)	-	L 3.2%
9. Debt Service	7400-7499	\$ -	\$ -	\$ -	\$ -	-	M 0.0%
10. TOTAL EXPENDITURES		\$ 38,009,754	\$ 38,160,322	\$ 2,177,016	\$ 38,698,859	538,537	5.7%
C. Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B10)							
		\$ 2,923,551	\$ 2,507,014	\$ (796,970)	\$ 2,470,291	\$ (36,723)	-32.3%
D. Other Financing Sources/Uses							
1. Transfers In	8910-8979	\$ 50,000	\$ 50,000		\$ 54,357	4,357	N 0.0%
2. Transfer Out	7610-7629	\$ 2,589,923	\$ 2,589,923		\$ 2,589,923	-	O 0.0%
3. Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -	-	P 0.0%
Total, Other Fin Sources/Uses		\$ (2,539,923)	\$ (2,539,923)	\$ -	\$ (2,535,566)	\$ 4,357	0.0%
E. Net Change to Fund Balance							
		\$ 383,628	\$ (32,909)	\$ (796,970)	\$ (65,275)	\$ (32,366)	
F. Fund Balance (Fund 01 only)							
1. Beginning Balance		\$ 16,969,611	\$ 16,969,611	\$ 16,969,611	\$ 16,969,611	-	
2. Adjustments/Restatements		\$ -	\$ -	\$ -	\$ -	-	
Ending Balance		\$ 17,353,239	\$ 16,936,702	\$ 16,172,641	\$ 16,904,336	\$ (32,366)	
G. Components of Ending Fund Balance							
Designated Amounts	9711-9730	\$ 10,500	\$ 10,500		\$ 10,500	\$ -	
Legally Restricted	9740-9760	\$ 5,721,404	\$ 4,451,667		\$ 4,531,693	\$ -	
Assigned	9780	\$ 9,591,351	\$ 10,437,023		\$ 10,297,704	\$ -	
Restricted Economic Uncertainty	9789	\$ 2,029,984	\$ 2,037,512		\$ 2,064,439	\$ -	
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -	\$ -	

Explanation of Differences
Net Change in Current Year Budget August Board Report
07/16/22-08/15/22

	<u>Amount</u>	<u>Explanation of Differences</u>
A <u>Local Control Funding Formula (8010-8099)</u>	<u>\$ -</u>	
B <u>Federal Revenues (8100-8299)</u>		
One Stop	\$ 175,000	<i>Establishing budget for Workforce Innovation and Opportunity Act Workforce Accelerator Fund</i>
	<u>\$ 175,000</u>	
C <u>Other State Revenues (8300-8599)</u>		
Curriculum, Instruction, and Accountability (CIA)	\$ 79,500	<i>Establishing budget for Prior Year revenue from the Universal Prekindergarten Grant</i>
Student Support and Outreach (SSO)	\$ 164,294	<i>Establishing budget for Public Health Workforce Funding</i>
Shady Creek Outdoor School	\$ 55,390	<i>Establishing budget for Public Health Workforce Funding</i>
	<u>\$ 299,184</u>	
D <u>Other Local Revenues (8600-8799)</u>		
Curriculum, Instruction, and Accountability (CIA)	\$ 2,204	<i>Establishing budget for Learning Acceleration Systems and adjusting Expanded Learning Opportunities Consortium budgets for preliminary award amounts</i>
Student Support and Outreach (SSO)	\$ 25,426	<i>Establishing budget for Sutter Behavioral Health Incentive Program</i>
	<u>\$ 27,630</u>	
E <u>Certificated Salaries (1000-1999)</u>		
Curriculum, Instruction, and Accountability (CIA)	\$ 35,314	<i>Establishing budget for Learning Acceleration Systems and aligning budget to ESSER III spending plan</i>
	<u>\$ 35,314</u>	
F <u>Classified Salaries (2000-2999)</u>		
One Stop	\$ 41,195	<i>Establishing budget for Workforce Innovation and Opportunity Act Workforce Accelerator Fund</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 20,700	<i>Aligning budget to ESSER III spending plan</i>
	<u>\$ 61,895</u>	
G <u>Employee Benefits (3000-3999)</u>		
One Stop	\$ 18,921	<i>Establishing budget for Workforce Innovation and Opportunity Act Workforce Accelerator Fund</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 7,877	<i>Aligning budget to ESSER III spending plan</i>
Student Support and Outreach (SSO)	\$ 7,438	<i>Aligning budget to ESSER III spending plan</i>
Various departments	\$ 227	<i>Miscellaneous Adjustments</i>
	<u>\$ 34,463</u>	
H <u>Books and Supplies (4000-4999)</u>		
Special Education	\$ (14,284)	<i>Moving budget to Capital Outlay for copier purchases</i>
One Stop	\$ 20,650	<i>Establishing budget for Workforce Innovation and Opportunity Act Workforce Accelerator Fund</i>
Student Support and Outreach (SSO)	\$ 98,977	<i>Adjusting budget for Expanded Learning Opportunities Program kits and AVT Toolkits</i>
Special Education Local Plan Area (SELPA)	\$ 1,100	<i>Adjusting budget for Alternative Dispute Resolution Ending Fund Balance</i>
Various departments	\$ (260)	<i>Miscellaneous Adjustments</i>
	<u>\$ 106,183</u>	

Explanation of Differences
Net Change in Current Year Budget August Board Report
07/16/22-08/15/22

	<u>Amount</u>	<u>Explanation of Differences</u>
I		<u>Services, Other Operations (5000-5999)</u>
County Office	\$ 48,760	<i>Adjusting budget for legal fees and CASBO Chief Business Officer training</i>
Special Education	\$ (105,901)	<i>Removing nurse sub-contractor from budget</i>
One Stop	\$ 85,983	<i>Establishing budget for Workforce Innovation and Opportunity Act Workforce Accelerator Fund and adjusting budget for estimated carry over</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 50,808	<i>Establishing budget for assembly and aligning budget with carryover from the Universal Prekindergarten Grant</i>
Student Support and Outreach (SSO)	\$ 113,161	<i>Establishing budget for Public Health Workforce budget, Sutter Behavioral Health Incentive Program, and aligning budget to ESSER III spending plan</i>
Shady Creek Outdoor School	\$ 50,000	<i>Establishing budget for Public Health Workforce Funding</i>
Feather River Academy (FRA)	\$ 3,024	<i>Establishing budget for Ethnic Studies Grant</i>
Special Education Local Plan Area (SELPA)	\$ 15,100	<i>Aligning budget for estimated carryover from ending fund balance</i>
Various departments	\$ 186	<i>Miscellaneous Adjustments</i>
	<u>\$ 261,121</u>	
J		<u>Capital Outlay (6000-6999)</u>
County Office	\$ 20,000	<i>Establishing budget for replacement of condensers</i>
Special Education	\$ 18,204	<i>Establishing budget for copier purchases at Riverbend, Apricot, and Klamath</i>
Feather River Academy (FRA)	\$ 1,357	<i>Increasing budget for copier purchase from Fund 17</i>
	<u>\$ 39,561</u>	
K		<u>Other Outgo (7100 - 7299)</u>
	<u>\$ -</u>	
L		<u>Direct Support / Indirect (7300-7399)</u>
	<u>\$ -</u>	
M		<u>Debt Services (7400 - 7499)</u>
	<u>\$ -</u>	
N		<u>Transfers In (8910-8979)</u>
Special Education	\$ 3,000	<i>Aligning budget for copier purchases at Riverbend, Apricot, and Klamath</i>
Feather River Academy (FRA)	\$ 1,357	<i>Aligning budget for copier purchase from Fund 17</i>
	<u>\$ 4,357</u>	
O		<u>Transfers Out (7610-7629)</u>
	<u>\$ -</u>	
P		<u>Contributions (8980-8999)</u>
	<u>\$ -</u>	
Net Change in Current Year Budget	<u>\$ (32,366)</u>	

BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The Investment Statement as of June 30, 2022 from the County Treasurer will be presented.

Nicholas F. Valencia
Treasurer-Tax Collector



Christina N. Hernandez
Assistant Treasurer-Tax Collector

July 31, 2022

To: Sutter County Board of Supervisors

Re: Sutter County Investment Portfolio Report for June 30, 2022

Following is the Sutter County Investment Portfolio report as of June 30, 2022. The schedule includes all short-term, mid-term and long-term investments held at the conclusion of business on the final day of the month. The Sutter County Treasurer and Tax Collector is given authority over the pooled investment portfolio through Board delegation pursuant to Government Code §27000.1. Investment activities of the pooled treasury are governed by Government Code §53601 as incorporated in the Sutter County Investment Policy. Investment of the county's, school districts' and special district's surplus funds start with the objective of safety of the principle to minimize possibility losses. Following safety is the liquidity objective to provide coverage of day to day operations and to meet contingency as they arise. The final objective is earning a reasonable return or yield on the funds invested. The Sutter County Investment Policy may be found on the Treasurer's webpage at:

https://www.suttercounty.org/assets/pdf/ttc/Investment_Policy_2022.pdf

As Treasurer and Tax Collector, I certify that this document reflects the government agencies' pooled investments and that all investments are in compliance with the County of Sutter Investment Policy.

The combined cash and investments in the county treasury total \$386,578,244 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$371,166,817 with \$75,447,207 under the management of the Local Agency Investment Fund and California Asset Management Program. The Bank of New York, which provides third-party safekeeping services to Sutter County, provides market value data. The dollar-weighted average maturity of invested funds is 1,148 days.

Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular day.

Respectfully submitted,

A handwritten signature in blue ink that reads "Nicholas Valencia".

Nicholas F. Valencia
Treasurer-Tax Collector

**SUTTER COUNTY
INVESTMENT PORTFOLIO
June 30, 2022**



TREASURY MANAGED FUNDS	NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	DATE INVESTED	DATE MATURES	TOTAL DAYS INVESTED	CURRENTLY YIELD	RATE
2022-00A	2022-00A	CALIFORNIA ASSET MANAGEMENT	0	12,419,082.98	12,419,082.98	12,419,082.98	N/A	N/A	1	1.14000%	1.14000%
2022-00B	2022-00B	LAIF-STATE POOL/SAC	0	59,404,089.96	59,404,089.96	59,404,089.96	N/A	N/A	1	0.75000%	0.75000%
2022-00C	2022-00C	LAIF-STATE POOL/SAC (Cemetery)	0	3,624,033.78	3,624,033.78	3,624,033.78	N/A	N/A	1	0.75000%	0.75000%
TOTAL MANAGED FUNDS											
				75,447,206.72	75,447,206.72	75,447,206.72					
2020-110	2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	943,460.00	1,000,000.00	07/08/20	01/09/25	1,645	0.65562%	0.65000%
2020-119	2020-119	FEDERAL HOME LOAN BANK (FHLB)	3130AKJR8	4,000,000.00	3,697,400.00	4,000,000.00	12/16/20	12/16/25	1,826	0.57956%	0.57000%
2020-159	2020-159	FEDERAL FARM CREDIT BANK (FFCB)	3133EL4W1	3,997,462.56	3,697,560.00	4,000,000.00	09/04/20	08/25/25	1,816	0.62076%	0.61000%
2020-169	2020-169	FEDERAL FARM CREDIT BANK (FFCB)	3133EMBE1	1,999,500.39	1,910,960.00	2,000,000.00	09/30/20	03/28/24	1,275	0.30052%	0.30000%
20196	20196	FEDERAL FARM CREDIT BANK (FFCB)	3133EMGF3	1,999,194.21	1,905,900.00	2,000,000.00	11/16/20	05/16/24	1,277	0.35101%	0.35000%
20208	20208	FEDERAL FARM CREDIT BANK (FFCB)	3133EMHL9	1,999,905.13	1,926,520.00	2,000,000.00	11/30/23	11/30/23	1,092	0.31019%	0.31000%
20204	20204	FEDERAL FARM CREDIT BANK (FFCB)	3133EMJC7	4,000,000.00	3,673,920.00	4,000,000.00	12/01/20	12/01/25	1,826	0.56971%	0.56000%
20217	20217	FEDERAL FARM CREDIT BANK (FFCB)	3133EMKT8	4,000,000.00	3,668,320.00	4,000,000.00	12/17/20	12/17/25	1,826	0.54876%	0.54000%
20227	20227	FEDERAL FARM CREDIT BANK (FFCB)	3133EMLR1	4,000,000.00	3,654,400.00	4,000,000.00	12/24/20	12/23/25	1,825	0.50964%	0.50000%
2020-179	2020-179	FREDDIE MAC (FHLMC)	3134GW4Z6	4,000,000.00	3,670,080.00	4,000,000.00	10/27/20	10/27/25	1,826	0.55076%	0.54000%
2020-141	2020-141	FREDDIE MAC (FHLMC)	3134GW4K9	2,000,000.00	1,857,760.00	2,000,000.00	08/12/20	08/12/25	1,826	0.60372%	0.60000%
2020-161	2020-161	FREDDIE MAC (FHLMC)	3134GWPT5	2,000,000.00	1,845,360.00	2,000,000.00	09/23/20	09/23/25	1,826	0.62632%	0.62500%
2020-168	2020-168	FREDDIE MAC (FHLMC)	3134GWWS1	2,000,000.00	1,836,780.00	2,000,000.00	09/30/20	09/30/25	1,826	0.50397%	0.50000%
20197	20197	FREDDIE MAC (FHLMC)	3134GXCH5	4,000,000.00	3,706,800.00	4,000,000.00	11/25/20	11/25/25	1,826	0.61256%	0.60000%
20198	20198	FREDDIE MAC (FHLMC)	3134GXGS1	4,000,000.00	3,670,480.00	4,000,000.00	11/25/20	11/25/25	1,826	0.63125%	0.62500%
20201	20201	FREDDIE MAC (FHLMC)	3134GXDM3	4,000,000.00	3,668,200.00	4,000,000.00	12/01/20	12/01/25	1,826	0.63022%	0.62500%
20218	20218	FREDDIE MAC (FHLMC)	3134GXJH8	4,000,000.00	3,869,520.00	4,000,000.00	12/29/20	12/29/23	1,095	0.22029%	0.22000%
20221	20221	FREDDIE MAC (FHLMC)	3134GXJL4	4,000,000.00	3,776,680.00	4,000,000.00	12/28/20	06/28/24	1,278	0.32122%	0.32000%
20222	20222	FREDDIE MAC (FHLMC)	3134GXJK1	4,000,000.00	3,773,720.00	4,000,000.00	12/30/20	09/30/24	1,370	0.36158%	0.36000%
2020-180	2020-180	FANNIE MAE (FNMA)	3135G05X7	1,997,501.41	1,838,740.00	2,000,000.00	12/24/20	08/25/25	1,705	0.38073%	0.37500%
20212	20212	FANNIE MAE (FNMA)	3135G06B4	2,000,000.00	1,830,720.00	2,000,000.00	10/22/20	12/17/25	1,826	0.56581%	0.56000%
20212	20212	FANNIE MAE (FNMA)	3135G06K4	2,000,000.00	1,843,360.00	2,000,000.00	12/17/20	12/17/25	1,826	0.65524%	0.65000%
20231	20231	FANNIE MAE (FNMA)	3135G06Q1	6,008,405.26	5,483,220.00	6,000,000.00	12/30/20	12/30/25	1,826	0.64577%	0.64000%
20210	20210	FANNIE MAE (FNMA)	3135GAGJ5	2,000,000.00	1,925,420.00	2,000,000.00	12/07/20	12/07/23	1,095	0.32020%	0.32000%
20224	20224	FANNIE MAE (FNMA)	3135GAC25	4,000,000.00	3,799,120.00	4,000,000.00	12/24/20	09/24/24	1,370	0.31115%	0.31000%
2020-185	2020-185	FANNIE MAE (FNMA)	3136G46K4	4,000,000.00	3,703,800.00	4,000,000.00	11/02/20	10/29/25	1,734	0.50541%	0.50000%
20190	20190	FANNIE MAE (FNMA)	3136G46N8	4,000,000.00	3,692,240.00	4,000,000.00	11/02/20	10/29/25	1,822	0.60522%	0.60000%
2020-137	2020-137	FANNIE MAE (FNMA)	3136G4C43	4,000,000.00	3,718,320.00	4,000,000.00	08/14/20	08/14/25	1,826	0.65295%	0.65000%
2020-136	2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	3,715,320.00	4,000,000.00	07/30/20	07/29/25	1,825	0.60386%	0.60000%
2020-134	2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	3,721,280.00	4,000,000.00	07/30/20	07/20/25	1,816	0.65277%	0.65000%
2020-140	2020-140	FANNIE MAE (FNMA)	3136G4G98	2,000,000.00	1,853,860.00	2,000,000.00	08/12/20	08/12/25	1,826	0.56476%	0.56000%
2020-148	2020-148	FANNIE MAE (FNMA)	3136G4H71	1,999,749.18	1,846,880.00	2,000,000.00	08/18/20	08/18/25	1,826	0.50565%	0.50000%
2020-150	2020-150	FANNIE MAE (FNMA)	3136G4N74	2,000,000.00	1,852,890.00	2,000,000.00	08/21/20	08/21/25	1,826	0.56486%	0.56000%
2020-155	2020-155	FANNIE MAE (FNMA)	3136G4X32	2,000,000.00	1,854,400.00	2,000,000.00	08/26/20	08/26/25	1,826	0.60380%	0.60000%
2020-123	2020-123	FANNIE MAE (FNMA)	3136G4ZR7	4,000,000.00	3,728,800.00	4,000,000.00	07/21/20	07/21/25	1,826	0.70020%	0.70000%
21050	21050	FEDERAL HOME LOAN BANK (FHLB)	3130AMK87	4,000,000.00	3,725,240.00	4,000,000.00	05/26/21	05/26/26	1,826	1.05000%	1.05000%
21064	21064	FEDERAL HOME LOAN BANK (FHLB)	3130AMMQ2	3,000,000.00	2,777,670.00	3,000,000.00	06/08/21	06/08/26	1,826	0.91000%	0.91000%
21066	21066	FEDERAL HOME LOAN BANK (FHLB)	3130AMPJ5	2,000,000.00	1,853,640.00	2,000,000.00	06/16/21	06/16/26	1,826	0.95000%	0.95000%
21082	21082	FEDERAL HOME LOAN BANK (FHLB)	3130ANPE4	4,000,000.00	3,671,480.00	4,000,000.00	06/30/21	06/30/26	1,826	1.00000%	1.00000%
21085	21085	FEDERAL FARM CREDIT BANK (FFCB)	3133EM377	3,997,496.17	3,671,640.00	4,000,000.00	09/01/21	09/01/26	1,826	0.88500%	0.87000%
21089	21089	FEDERAL HOME LOAN BANK (FHLB)	3130ANTP5	2,000,000.00	1,900,260.00	2,000,000.00	09/16/21	09/16/24	1,096	0.50000%	0.50000%
21090	21090	FEDERAL HOME LOAN BANK (FHLB)	3130ANRR3	4,000,000.00	3,706,440.00	4,000,000.00	09/17/21	09/17/26	1,826	1.00000%	1.00000%
21112	21112	FEDERAL HOME LOAN BANK (FHLB)	3130APRD9	2,000,000.00	1,894,300.00	2,000,000.00	11/16/21	05/16/25	1,277	1.03000%	1.03000%
21113	21113	FEDERAL HOME LOAN BANK (FHLB)	3130APQW0	2,000,000.00	1,911,560.00	2,000,000.00	11/18/21	11/18/24	1,096	1.00000%	1.00000%



**SUTTER COUNTY
INVESTMENT PORTFOLIO
June 30, 2022**

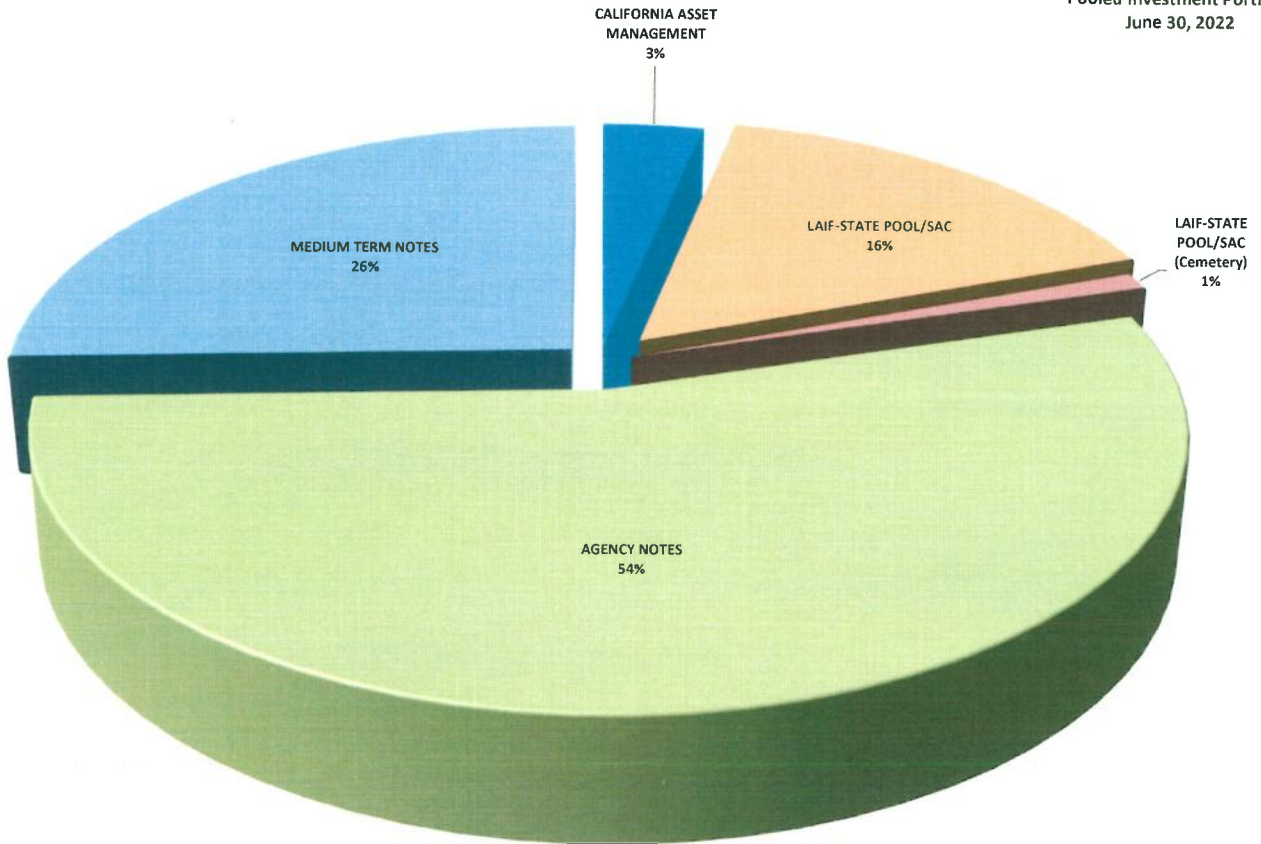
TREASURY	NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	DATE		TOTAL DAYS	UPPER YIELD	RATE
							INVESTED	MATURES			
	21118	FEDERAL FARM CREDIT BANK (FFCB)	3133ENFR6	4,250,000.00	3,990,240.00	4,250,000.00	12/01/21	12/01/25	1,461	1.340000%	1.340000%
	21121	FEDERAL HOME LOAN BANK (FHLB)	3130AQGP4	2,000,000.00	1,888,840.00	2,000,000.00	12/30/21	12/30/26	1,826	1.610000%	1.610000%
	21125	FEDERAL FARM CREDIT BANK (FFCB)	3133ENHC7	4,000,000.00	3,796,280.00	4,000,000.00	12/16/21	12/14/26	1,824	1.600000%	1.599886%
	21127	FEDERAL HOME LOAN BANK (FHLB)	3130APVC6	3,648,372.52	3,431,511.00	3,650,000.00	12/16/21	12/01/26	1,811	1.375000%	1.385433%
	21128	FEDERAL HOME LOAN BANK (FHLB)	3130AQDD2	2,500,000.00	2,345,225.00	2,500,000.00	12/30/21	12/30/26	1,828	1.450000%	1.450000%
	21129/21132	FEDERAL FARM CREDIT BANK (FFCB)	3133ENHV5	4,000,000.00	3,779,480.00	4,000,000.00	12/22/21	06/22/26	1,643	1.390000%	1.390000%
	21130	FEDERAL FARM CREDIT BANK (FFCB)	3133ENJCS	4,000,000.00	3,688,160.00	4,000,000.00	12/22/21	06/22/26	1,828	1.290000%	1.290000%
	22002	FEDERAL FARM CREDIT BANK (FFCB)	3133ENKGA	3,980,037.26	3,734,960.00	4,000,000.00	01/11/22	01/11/27	1,825	1.58491%	1.470000%
	22004	FEDERAL FARM CREDIT BANK (FFCB)	3133ENLDO	4,000,000.00	3,789,520.00	4,000,000.00	01/26/22	01/26/26	1,461	1.530000%	1.530000%
	22003	FEDERAL HOME LOAN BANK (FHLB)	3130AQKMA	4,000,000.00	3,793,640.00	4,000,000.00	01/28/22	01/28/27	1,826	1.750000%	1.750000%
	22026	FEDERAL HOME LOAN BANK (FHLB)	3130ARJHS	3,987,863.68	3,956,280.00	4,000,000.00	04/22/22	04/22/27	1,826	3.219800%	3.150000%
	22029	FEDERAL HOME LOAN BANK (FHLB)	3130ARRX1	5,000,000.00	4,966,250.00	5,000,000.00	04/25/22	07/25/25	1,187	2.501589%	2.500000%
	22027	FEDERAL HOME LOAN BANK (FHLB)	3130ARRP8	4,000,000.00	3,970,080.00	4,000,000.00	04/28/22	04/28/27	1,826	3.125000%	3.125000%
	22028	FEDERAL HOME LOAN BANK (FHLB)	3130ARPB1	4,000,000.00	3,980,120.00	4,000,000.00	04/28/22	04/28/27	1,826	3.500000%	3.500000%
	22047	FREDDIE MAC (FHLMC)	3134GXWD2	2,000,000.00	1,988,020.00	2,000,000.00	06/21/22	06/21/24	731	2.850000%	2.850000%
	22049	FEDERAL HOME LOAN BANK (FHLB)	3130ASFQ7	2,000,000.00	2,007,040.00	2,000,000.00	06/29/22	06/29/27	1,826	4.000000%	4.000000%
		TOTAL AGENCY NOTES		200,865,307.77	188,585,476.00	200,900,000.00					
		MEDIUM TERM NOTES									
	2019-144	AIR PROD & CHEM (APD)	009158AV8	2,049,325.45	1,995,940.00	2,000,000.00	12/10/19	07/31/24	1,695	3.08889%	3.350000%
	20230	AMERICAN HONDA FINANCE (HND)	02665WDL2	4,059,414.30	3,694,960.00	4,000,000.00	12/28/20	07/08/25	1,653	1.19346%	1.200000%
	2020-166/176	AMERICAN HONDA FINANCE (HND)	02665WDL2	7,019,423.73	6,389,180.00	7,000,000.00	09/24/20	09/10/25	1,812	1.00682%	1.000000%
	20220	APPLE INC. (AAPL)	037833DT4	2,036,320.35	1,879,040.00	2,000,000.00	12/16/20	05/11/25	1,607	1.15585%	1.125000%
	20215	BANK OF AMERICA CORP (BAC)	06048WK41	3,997,252.35	3,545,320.00	4,000,000.00	12/10/20	11/25/25	1,811	0.66286%	0.650000%
	20211	BANK OF AMERICA CORP (BAC)	06048WK58	4,000,000.00	3,808,320.00	4,000,000.00	12/18/20	12/18/23	1,095	0.40434%	0.400000%
	20223	CATERPILLAR FINL SERVICE (CAT)	14912LX55	2,098,305.20	2,018,140.00	2,000,000.00	12/16/20	11/24/23	1,073	3.43993%	3.750000%
	2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,080,750.67	2,000,320.00	2,000,000.00	05/01/20	06/08/24	1,500	3.03985%	3.300000%
	20229	CATERPILLAR FINL SERVICE (CAT)	14913R2H9	4,026,335.38	3,642,960.00	4,000,000.00	12/28/20	11/13/25	1,781	0.81050%	0.800000%
	20209	JOHN DEERE CAPITAL CORP (DE)	24422EVH9	1,003,578.37	975,650.00	1,000,000.00	12/04/20	07/05/23	943	0.69356%	0.700000%
	21008	JOHN DEERE CAPITAL CORP (DE)	24422EVK2	3,999,828.19	3,615,440.00	4,000,000.00	02/01/21	01/15/26	1,809	0.71271%	0.500000%
	21063	BANK OF AMERICA CORP (BAC)	06048WM49	2,000,000.00	1,774,580.00	2,000,000.00	06/15/21	06/15/28	1,826	1.000000%	1.000000%
	2019-143	WALT DISNEY COMPANY (DIS)	254687FK7	1,991,344.47	1,929,180.00	2,000,000.00	12/10/19	08/30/24	1,725	1.88735%	1.750000%
	2020-096	ESTEE LAUDER CO. (EL)	29736RANO	2,002,667.66	1,938,390.00	2,000,000.00	06/04/20	12/01/24	1,818	1.90616%	2.000000%
	2020-153	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,027,579.29	1,884,200.00	2,000,000.00	06/04/20	06/01/25	1,823	1.32424%	1.350000%
	20225	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,819,860.00	2,000,000.00	08/28/20	08/28/25	1,826	0.77408%	0.750000%
	2020-093	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,757,800.00	2,000,000.00	12/22/20	12/22/25	1,826	0.83899%	0.825000%
	2020-123	ORACLE CORP (ORCL)	68389XB11	2,079,123.47	1,901,900.00	2,000,000.00	06/01/20	04/01/25	1,765	2.36561%	2.500000%
	2020-079	SIMON PROP GP LP (SPG)	828807CR6	4,099,085.55	3,998,200.00	4,000,000.00	11/01/19	02/01/24	1,553	3.47123%	3.750000%
	2019-122	TOYOTA MOTOR CREDIT CORP	892367DK8	2,022,417.00	1,974,580.00	2,000,000.00	05/01/20	10/18/23	1,265	2.14795%	2.500000%
	2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	970,190.00	1,000,000.00	04/30/20	04/30/23	1,095	2.13869%	2.150000%
	2020-075	WELLS FARGO & COMPANY (WFC)	95001D6W5	2,000,000.00	1,854,760.00	2,000,000.00	04/30/20	04/30/25	1,826	2.48744%	2.500000%
	21081	BANK OF AMERICA CORP (BAC)	06048WN22	2,000,000.00	1,777,640.00	2,000,000.00	08/26/21	08/26/28	1,826	1.250000%	1.250000%
	21108	JP MORGAN CHASE & CO (JPM)	48128GSU0	2,000,000.00	1,792,600.00	2,000,000.00	10/29/21	10/29/26	1,826	1.480000%	1.480000%
	21115	JP MORGAN CHASE & CO (JPM)	48130UZH1	4,000,000.00	4,000,000.00	4,000,000.00	11/30/21	11/30/26	1,802	1.500000%	1.500000%
	21120	PUBLIC STORAGE (PSA)	3487,677.55	3,164,373.00	3,495,000.00	12/30/21	11/09/26	1,802	1.500000%	1.500000%	
	21124	TOYOTA MOTOR CREDIT CORP	892367GL3	4,077,585.20	3,869,860.00	4,000,000.00	12/15/21	10/07/24	1,027	2.000000%	1.130000%
	22011	HONEYWELL INTERNATIONAL (HON)	438516BL9	2,028,716.04	1,909,820.00	2,000,000.00	02/14/22	11/01/26	1,721	2.13199%	2.500000%
	22012	PUBLIC STORAGE (PSA)	74460WAA5	3,821,869.77	3,579,280.00	4,000,000.00	02/14/22	02/15/26	1,462	2.16210%	0.875000%
	22025	MASTERCARD INC	57636CAR5	4,028,689.88	3,936,120.00	4,000,000.00	04/12/22	03/26/27	1,809	3.13046%	3.300000%

SUTTER COUNTY
INVESTMENT PORTFOLIO
June 30, 2022



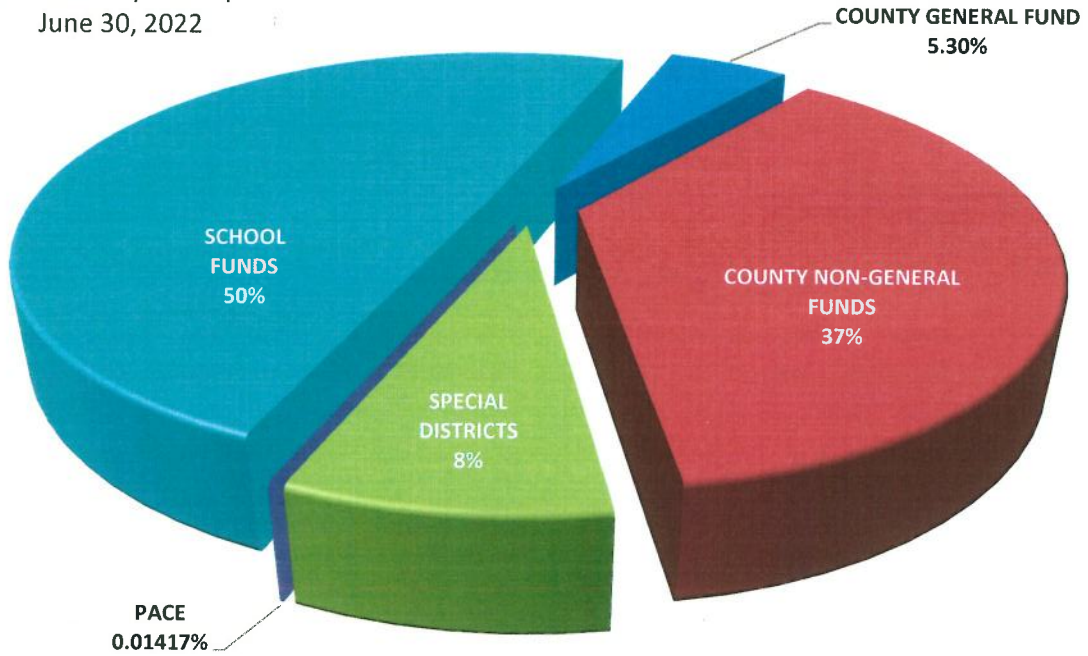
TREASURY		INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	DATE		MATURES	DATE	TOTAL DAYS	CURRENTLY	
NUMBER							INVESTED					INVESTED	YIELD
22037		BANK OF AMERICA CORP (BAC)	06048WV56	2,000,000.00	1,976,380.00	2,000,000.00	05/05/22	05/05/26		1,461	4.000000%	4.000000%	
22055		TSMC ARIZONA CORP	872898AF8	2,198,285.95	2,195,688.00	2,200,000.00	06/28/22	04/22/27		1,759	3.891922%	3.875000%	
22056		BEVERLY HILLS CA PUBLIC FING	088006K96	1,612,954.18	1,620,252.00	1,800,000.00	06/28/22	06/01/27		1,799	3.654000%	1.327000%	
TOTAL MEDIUM TERM NOTES			94,854,302.66	89,096,653.00	94,495,000.00			AVERAGE		1,598	1.32604%	1.29654%	
TOTAL POOL INVESTMENTS			371,166,817.15	353,129,335.72	370,842,206.72								

Sutter County
Pooled Investment Portfolio
June 30, 2022



	<u>BOOK VALUE</u>	<u>PERCENTAGE OF MANAGED PORTFOLIO</u>	<u>INVESTED % OF POOLED PORTFOLIO</u>	<u>AVERAGE DAYS TO MATURITY</u>	<u>AVERAGE YIELD</u>
CAMP	\$12,419,082.98	3.35%	3.38%	1	1.14%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	59,404,089.96	16.00%	16.16%	1	0.75%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,624,033.78	0.98%	-	1	0.75%
MEDIUM TERM NOTES	94,854,302.66	25.56%	25.81%	879	1.67%
AGENCY NOTES	<u>200,865,307.77</u>	<u>54.12%</u>	<u>54.65%</u>	<u>1,073</u>	<u>3.03%</u>
TOTAL MANAGED INVESTMENTS	\$371,166,817.15	100.00%		<u>1,148</u>	<u>2.27%</u>
LESS: LAIF FUNDS NOT POOLED	<u>3,624,033.78</u>	<u>0.98%</u>			
TOTAL POOLED INVESTMENTS	<u>\$367,542,783.37</u>	<u>99.02%</u>	<u>100.00%</u>	<u>1,147</u>	<u>2.28%</u>

Sutter County
Pooled Treasury Participants
June 30, 2022



The Pooled Treasury is comprised of 355 separate funds representing the County's General Fund, County Non-General funds, special districts, school districts and funds collected and held for the various PACE programs that are authorized by the City of Yuba City.

At the close of business June 30, 2022 pool participants' cash and investment balances consisted of the following:

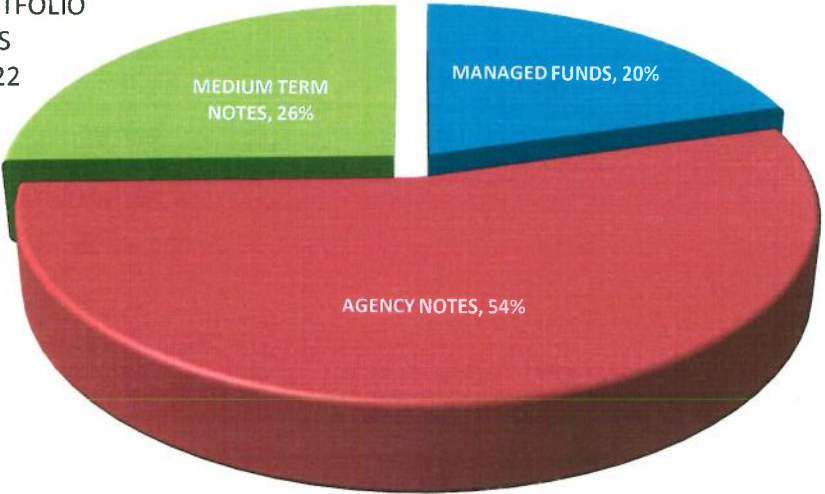
COUNTY GENERAL FUND	5.30%
COUNTY NON-GENERAL FUNDS	36.98%
SPECIAL DISTRICTS	8.18%
SCHOOL FUNDS	49.54%

The pooled portfolio is comprised of three major classes of assets. At June 30, 2022 agency notes made up 54%, medium term notes represented 26% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 20%.

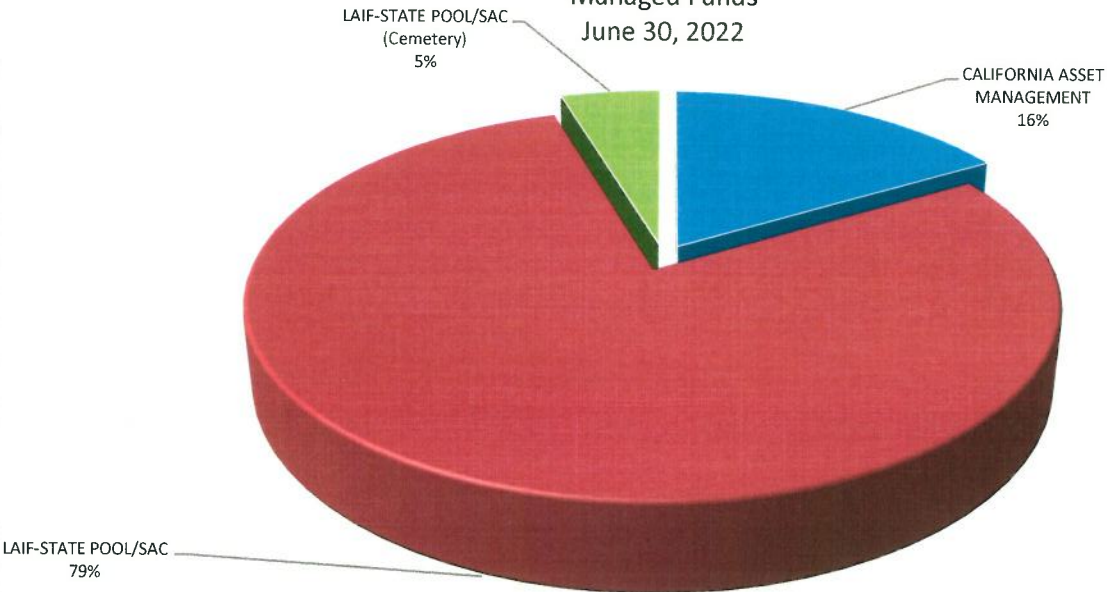
All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)

Within the three major classes of assets the portfolio is further diversified, again, operating within the constraints of California Government Code and the Sutter County Investment Policy. The following charts provide a quick glance of the make-up of each category.

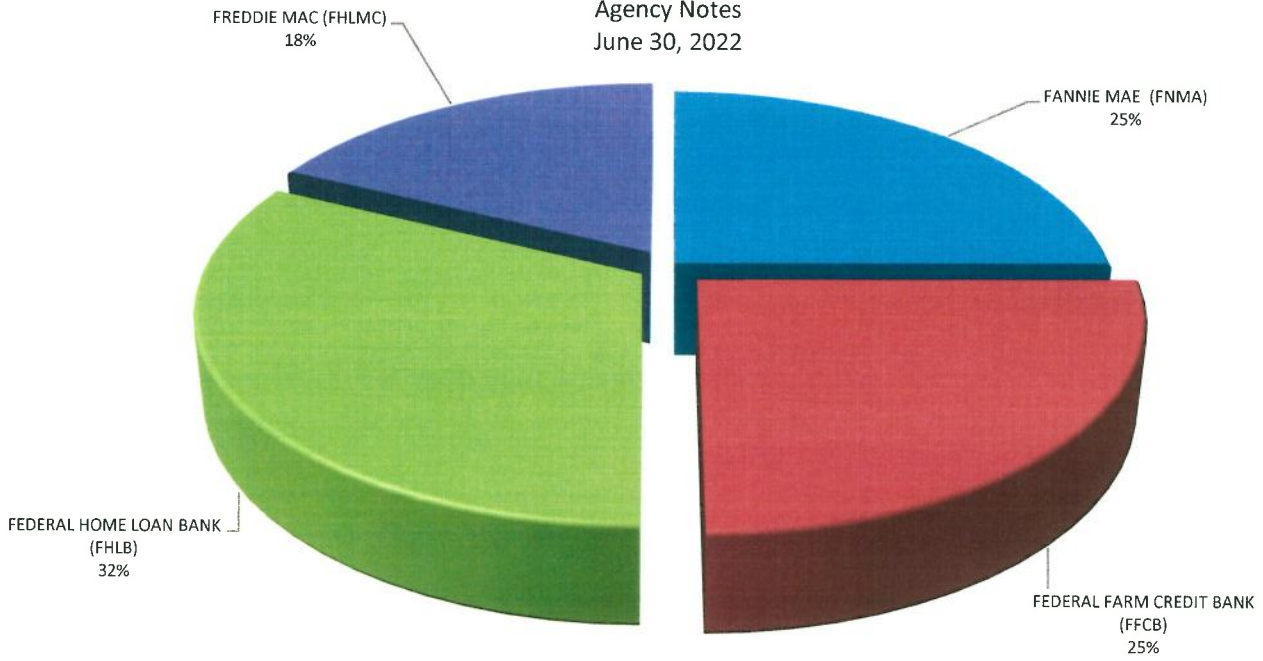
SUTTER COUNTY
INVESTMENT PORTFOLIO
CATEGORIES
JUNE 30, 2022



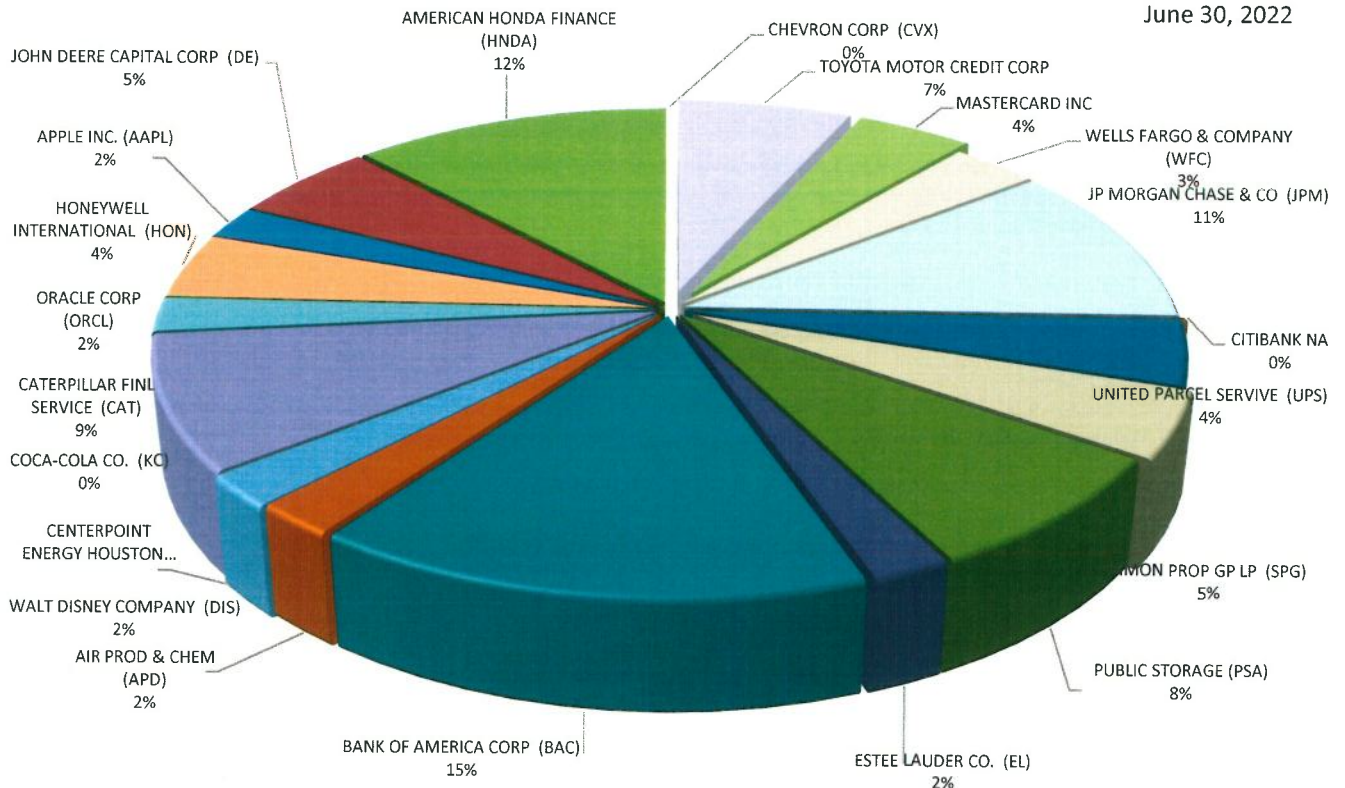
Sutter County
Managed Funds
June 30, 2022



Sutter County
Agency Notes
June 30, 2022

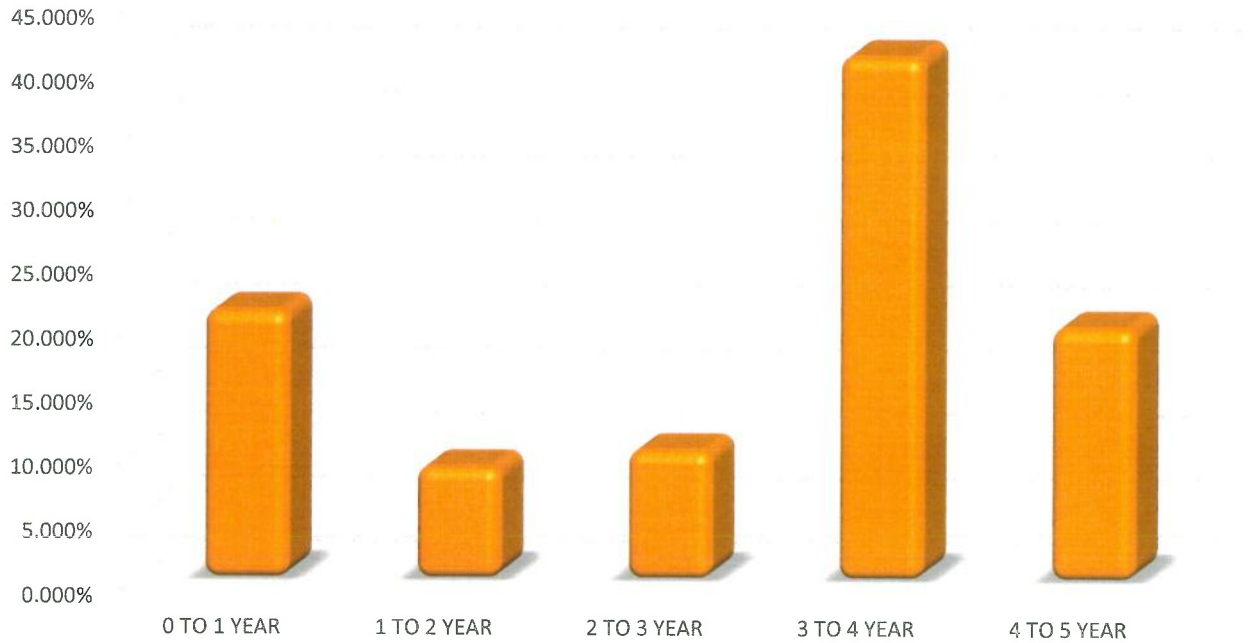


Sutter County
Medium Term Notes
June 30, 2022



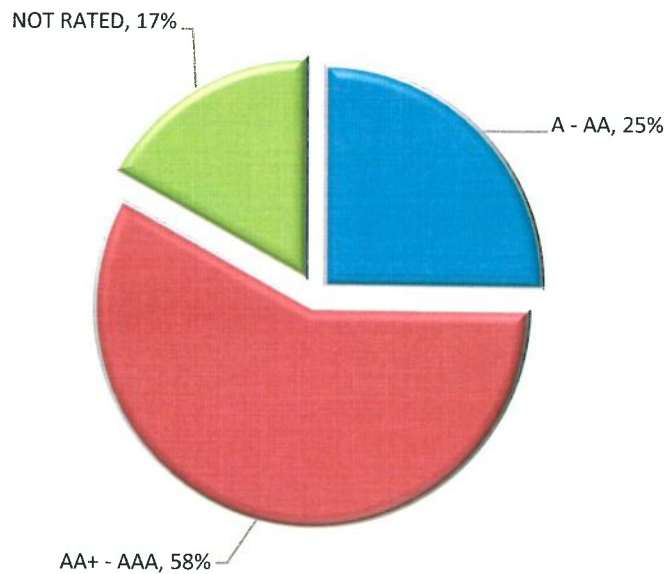
All investments conform to California Government Code §56301 with maturities of no more than five years.

Sutter County
Pooled Portfolio Aging
June 30, 2022



Investments in the pool must have a category rating of A or better at the time of purchase, as prescribed in the Sutter County Investment Policy, with the exception of LAIF, which is authorized in GC §16429.1-§16429.3.

Sutter County
Pooled Portfolio Asset Ratings
June 30, 2022



Transactions

For the Month ended

June 30, 2022

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received
MANAGED FUNDS									
22045	1665755	6/1/2022	LAIF	LAIF WITHDRAW	0.5900%		4,000,000.00		
22046	STMT	6/1/2022	CAMP	CAMP INTEREST	0.8200%	4,707.26			4,707.26
22048	1666349	6/14/2022	LAIF	LAIF WITHDRAW	0.5900%		10,000,000.00		
22050	1666599	6/17/2022	LAIF	LAIF WITHDRAW	0.5900%		4,000,000.00		
22051	1666657	6/21/2022	LAIF	LAIF WITHDRAW	0.5900%		4,000,000.00		
22052	3517613	6/21/2022	CAMP	CAMP WITHDRAW	0.8200%		4,000,000.00		
22053	1666943	6/24/2022	LAIF	LAIF DEPOSIT	0.6700%	20,000,000.00			
22054	3520315	6/24/2022	CAMP	CAMP DEPOSIT	0.8200%	10,000,000.00			
22057	1667346	6/30/2022	LAIF	LAIF WITHDRAW			6,000,000.00		
						<u>30,004,707.26</u>	<u>32,000,000.00</u>		<u>4,707.26</u>

PURCHASES/SALES/CALLS/MATURITIES

22047	3134GCWD2	6/21/2022	BREAN CAPITAL	FREDDIC MAC	2.8500%	2,000,000.00			
2017-071	95000N2L2	6/27/2022	MATURED	WELLS FARGO	1.6656%			2,000,000.00	8,327.85
22049	3130ASFQ7	6/29/2022	PIPER SANDLER	FEDERAL HOME LOAN BANK (FHLB)	4.0000%	2,000,000.00			
22055	872898AF8	6/28/2022	CANTOR	TSMC ARIZONA CORP	3.8750%	2,198,284.00			
22056	088006KB6	6/28/2022	CANTOR	BEVERLY HILLS CA PUBLIC FING	1.3270%	1,612,746.00			
2017-086	89236TEA9	6/29/2022	MATURED	TOYOTA MTR CR	1.2329%			2,000,000.00	6,164.30
						<u>7,811,030.00</u>	<u>0.00</u>	<u>4,000,000.00</u>	<u>14,492.15</u>

COUPONS

20201	3134GXDM3	6/1/2022		FEDERAL HOME LN MTG	0.6200%				12,400.00
21118	3133ENFR6	6/1/2022		FEDERAL FARM CR BKS	1.3400%				28,475.00
2019-143	29736RANO	6/1/2022		ESTEE LAUDER COS INC	2.0000%				20,000.00
2020-096	438516CB0	6/1/2022		HONEYWELL INTL INC	1.3500%				13,500.00
21127	3130APVC6	6/1/2022		FEDERAL HOME LN MTG	1.3750%				25,093.75
20204	3133EMJC7	6/1/2022		FEDERAL FARM CR BKS	0.5600%				11,200.00
20210	3135GA6J5	6/7/2022		FEDERAL NATL MTG	0.3200%				3,200.00
21052	3130AMMQ2	6/8/2022		FEDERAL HOME LN MTG	0.9100%				13,650.00
2020-080	14912L6C0	6/9/2022		CATERPILLAR FINL SVCS	3.3000%				33,000.00
21125	3133ENHC7	6/14/2022		FEDERAL FARM CR BKS	1.6000%				32,000.00
21063	06048WM49	6/15/2022		BANK AMER CORP	1.0000%				10,000.00
21054	3130AMPJ5	6/16/2022		FEDERAL HOME LN MTG	0.9500%				9,500.00
20219	3130AKJR8	6/16/2022		FEDERAL HOME LN MTG	0.5700%				11,400.00
20217	3133EMKT8	6/17/2022		FEDERAL FARM CR BKS	0.5400%				10,800.00
20212	3135G06K4	6/17/2022		FEDERAL NATL MTG	0.6500%				6,500.00
Total coupons from bonds									<u>240,718.75</u>
Total coupons received this period									<u>259,918.16</u>

Total portfolio activity	<u>37,815,737.26</u>	<u>32,000,000.00</u>	<u>4,000,000.00</u>
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Reconciliation

Total Change due to activity		1,815,737.26
Net accretion and amortization of premiums and discounts		(71,610.99)
Portfolio balance	May 31, 2022	<u>369,422,690.88</u>
Total Pool Portfolio	June 30, 2022	<u>371,166,817.15</u>

BOARD AGENDA ITEM: Quarterly Report of Surplus Property

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Lindsay Linker

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

In accordance with Board Policy 3270, the County Superintendent of Schools prepares and presents a quarterly report to the Board of items under \$25,000 in value that are being declared surplus.

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

SURPLUS REQUEST FORM

Reviewed by Technology: *[Signature]* 9/6/12

Reviewed by FMOF: *[Signature]* 9-6-12

Reviewed by Asst Superintendent: *[Signature]* 9-6-12

Reviewed by Cabinet: *[Signature]*

Reviewed by Board: *[Signature]*

Deliver to Director FMOF: *[Signature]*

DATE: 08/03/12

PREPARED BY: Lindsay Linker

TURNED IN TO DIRECTOR OF INT. BUS.: 08/03/12

E-WASTE PICK UP DATE:

ASSET TAG	DEPT	DESCRIPTION	* SERIAL #	* MFR	* MODEL	** CONDITION	Purchase Date or Age	EST. VALUE	NOTES
002865	Special Ed	Projector	PAAF140452L		Epson Powerlite 905 LCD	Obsolete	06/21/2011		Replaced - Special Ed project
002866	Technology	Smart Board	SBX880R20027700		ViewSonic SBX880	Obsolete	07/28/2011		Replaced - Special Ed project
002867	Special Ed	Projector	PAAF140401L		Epson Powerlite 905 LCD (RM:2)	Obsolete	06/21/2011		Replaced - Special Ed project
002671	Special Ed	Smart Board	SBX880R20023605		ViewSonic SBX880	Obsolete	05/12/2011		Replaced - Special Ed project
002675	Special Ed	Smart Board	SBX880R20023603		ViewSonic SBX880	Obsolete	05/12/2011		Replaced - Special Ed project
002676	Special Ed	Projector, SpecEd	PAAF130612L		Epson Powerlite 905 LCD (BY RM:K1)	Obsolete	06/16/2011		Replaced - Special Ed project
002678	Special Ed	Smart Board	SBX880R20023642		ViewSonic SBX880	Obsolete	05/12/2011		Replaced - Special Ed project
002679	Special Ed	Projector, SpecEd	PAAF130629L		Epson Powerlite 905 LCD	Obsolete	06/16/2011		Replaced - Special Ed project
002683	Special Ed	Projector, SpecEd	PAAF130620L		ViewSonic SBX880	Obsolete	05/12/2011		Replaced - Special Ed project
002687	Special Ed	Smart Board	SBX880R20023625		Epson Powerlite 905 LCD	Obsolete	06/16/2011		Replaced - Special Ed project
002689	Special Ed	Projector, SpecEd	PAAF130639L		ViewSonic SBX880	Obsolete	05/12/2011		Replaced - Special Ed project
002696	Special Ed	Projector, SpecEd	PAAF130642L		Epson Powerlite 905 LCD	Obsolete	06/16/2011		Replaced - Special Ed project
002697	Special Ed	Smart Board	SBX880R20023604		ViewSonic SBX880 (BY RM:K1)	Obsolete	05/12/2011		Replaced - Special Ed project
002699	Special Ed	Smart Board	SBX880R20023639		ViewSonic SBX880	Obsolete	05/12/2011		Replaced - Special Ed project
002700	Special Ed	Projector, SpecEd	PAAF130641L		Epson Powerlite 905 LCD	Obsolete	06/16/2011		Replaced - Special Ed project
002701	Special Ed	Smart Board	SBX880R20023631		ViewSonic SBX880	Obsolete	05/12/2011		Replaced - Special Ed project
002759	One Stop	Desktop Computer - Dell		Dell	OptiPlex 790	Obsolete	09/11/2012		
002950	One Stop	Desktop Computer - Dell		Dell	OptiPlex 7040	Obsolete	05/24/2016		
002955	One Stop	Desktop Computer - Dell	90YHRC2	Dell	OptiPlex 7040	Obsolete	05/24/2016		
002956	One Stop	Desktop Computer - Dell	3BFVGB2	Dell	OptiPlex 7040	Obsolete	05/24/2016		
002970	Special Ed	Laptop - Dell	90MFBC2	Dell	OptiPlex 7040	Obsolete	05/24/2016		
003315	Special Ed	Smart Board	H237LC2	Dell	Latitude E5550/5550 CTO	Obsolete	07/12/2016		Replaced 4-5 year cycle
003450	Special Ed	Projector	SB680-R2-666076		SB680 WhiteBoard (YCHS RM:903)	Obsolete	07/14/2009		Replaced - Special Ed project
003459	One Stop	Projector	1SBJSAA21600677		Epson Powerlite 905 LCD	Obsolete	05/20/2012		Replaced - Special Ed project
003475	One Stop	Desktop Computer - Dell	9LY3PS1	Dell	Infocus IN3118HD	Obsolete	05/24/2012		
003477	One Stop	Desktop Computer - Dell	9LY6PS1	Dell	OptiPlex 780	Obsolete	05/22/2012		
003478	One Stop	Desktop Computer - Dell	9LY7PS1	Dell	OptiPlex 780	Obsolete	05/22/2012		
003479	One Stop	Desktop Computer - Dell	9LZ8P-S1	Dell	OptiPlex 780	Obsolete	05/22/2012		
003491	One Stop	Desktop Computer - Dell	CTF1QS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003492	One Stop	Desktop Computer - Dell	CTFYPS1	Dell	OptiPlex 790	Obsolete	05/07/2012		
003494	One Stop	Desktop Computer - Dell	CTGZPS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003496	One Stop	Desktop Computer - Dell	CTCZQS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003498	One Stop	Desktop Computer - Dell	CTDYPS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003505	One Stop	Desktop Computer - Dell	CTDQPS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003510	One Stop	Desktop Computer - Dell	CTGQPS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003511	One Stop	Desktop Computer - Dell	DTBZQS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003512	One Stop	Desktop Computer - Dell	CTCQPS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003515	One Stop	Desktop Computer - Dell	CTCYPS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003516	One Stop	Desktop Computer - Dell	CTG1QS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003517	One Stop	Desktop Computer - Dell	DTGYPS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003518	One Stop	Desktop Computer - Dell	CTB3QS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003519	One Stop	Desktop Computer - Dell	CTC1QS1	Dell	OptiPlex 790	Obsolete	06/07/2012		
003539	Special Ed	Projector, SpecEd	PAAF1306583L		Epson Powerlite 905 LCD	Obsolete	06/16/2011		Replaced - Special Ed project
003540	Special Ed	Smart Board	SBX880M20008174		ViewSonic SBX880	Obsolete	09/20/2012		Replaced - Special Ed project
003604	Special Ed	Projector, SpecEd	U59F3X0440L		Epson Powerlite 965	Obsolete	01/30/2014		Replaced - Special Ed project
003654	Special Ed	Smart Board	SBX880M2A038592		SBX880 (YCHS RM:211)	Obsolete	02/24/2014		Replaced - Special Ed project
003669	One Stop	Desktop Computer - Dell	HQ14DZ1	Dell	OptiPlex 8020	Obsolete	02/11/2014		

003688	Special Ed.	Desktop Computer - Dell	4Q50T12	Dell	Optiplex 9020 (RM:24)	Obsolete	07/01/2014	Replaced - Special Ed project
003698	Special Ed.	Projector SpecEd	U53K4600115		Epson PowerLite 965	Obsolete	07/01/2014	Replaced - Special Ed project
003699	Special Ed.	Projector SpecEd	U53K4600073		Epson PowerLite 965 (YCHS RM:211)	Obsolete	07/01/2014	Replaced - Special Ed project
003700	Special Ed.	Projector SpecEd	U53K4600028		Epson PowerLite 965 (RM:24)	Obsolete	07/01/2014	Replaced - Special Ed project
003741	Special Ed.	Smart Board	SBX880-M2-00090063		DVIT (BV RM: SC3)	Obsolete	07/01/2014	Replaced - Special Ed project
003742	Special Ed.	Smart Board	SBX880-M2-A025378		SBX880 DVT	Obsolete	07/01/2014	Replaced - Special Ed project
003869	Special Ed.	Projector	VSAK5202049		Epson PowerLite 965H	Obsolete	03/17/2015	Replaced - Special Ed project
003871	Special Ed.	Projector	VSAK5202046		Epson PowerLite 965H	Obsolete	03/17/2015	Replaced - Special Ed project
003874	Special Ed.	Projector SpecEd	VSAK5202058		Epson PowerLite 965H (AK RM:45)	Obsolete	03/17/2015	Replaced - Special Ed project
003923	Special Ed.	Projector SpecEd	VSAK5501431		Epson PowerLite 965H XGA 3500	Obsolete	07/14/2015	Replaced - Special Ed project
003931	Special Ed.	Smart Board	SBX880-M2-A065088		SBX880 (SUHS RM:104)	Obsolete	07/14/2015	Replaced - Special Ed project
004538	Adult Ed	Laptop - Dell	FS9RY52	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004546	Adult Ed	Laptop - Dell	D91ZY62	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004548	Adult Ed	Laptop - Dell	646QY52	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004551	Adult Ed	Laptop - Dell	68TQV52	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004557	Adult Ed	Laptop - Dell	6KFZZ52	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004558	Adult Ed	Laptop - Dell	BXD2252	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004561	Adult Ed	Laptop - Dell	9RYY52	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004564	Adult Ed	Laptop - Dell	H8JSY52	Dell	Latitude E5250	Obsolete	04/07/2017	Replaced - originally refurbished device add 2 years
004572	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C49C7600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004577	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4957600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004579	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4A47600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004582	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4A4F7600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004585	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4747600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004589	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4A37600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004590	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4597600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004591	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4857600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004592	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C48D7600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004593	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C497600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004595	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C497600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004596	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4917600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004597	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4A07600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004599	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4897600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004600	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4E97600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004601	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4E57600	Acer	Acer Chromebook R 11 C7381-C44Z	Obsolete	04/28/2017	End of Life
004629	Special Ed	Projector SpecEd	X28C7601311		EPSON - BrightLink 695Wi	Obsolete	07/31/2017	Replaced - Special Ed project
004630	Special Ed	Projector SpecEd	X28C7601384		EPSON BrightLink 695Wi	Obsolete	07/31/2017	Replaced - Special Ed project
004631	Special Ed.	Projector SpecEd	X28C7601314		EPSON BrightLink 695Wi	Obsolete	08/15/2017	Replaced - Special Ed project
004658	Special Ed.	Laptop - HP	5CG72932HL	HP	HP ProBook 650 G2	Obsolete	08/15/2017	Replaced 4-5 year cycle
004665	Special Ed.	Laptop - HP	5CG729330X	HP	HP ProBook 650 G2	Obsolete	08/15/2017	Replaced 4-5 year cycle
004666	Special Ed.	Laptop - HP	5CG729330X	HP	HP ProBook 650 G2	Obsolete	08/15/2017	Replaced 4-5 year cycle
004810	Special Ed.	HP Probook	5CG81660M3	HP	HP Probook 650 G2	Obsolete	07/12/2018	Replaced 4-5 year cycle
004812	Special Ed.	HP Probook	5CG816601M	HP	HP Probook 650 G2	Obsolete	07/12/2018	Replaced 4-5 year cycle
004816	Special Ed.	HP Probook	5CG81660JG	HP	HP Probook 650 G2	Obsolete	07/12/2018	Replaced 4-5 year cycle
004900	SSO		5CG9032V52	HP	HP Elitebook 840	Obsolete	12/14/2018	originally refurbished device add 2 years
004904	Adult Ed	Chromebook	5CD8057D6K	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004905	Adult Ed	Chromebook	5CD8057GH5	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004906	Adult Ed	Chromebook	5CD7363TRG	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004908	Adult Ed	Chromebook	5CD7363TNS	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004912	Adult Ed	Chromebook	5CD8057GH0	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004913	Adult Ed	Chromebook	5CD7363TL7	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004916	Adult Ed	Chromebook	5CD7363TOP	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004919	Adult Ed	Chromebook	5CD8057GH4	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004920	Adult Ed	Chromebook	5CD8057GH3	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004921	Adult Ed	Chromebook	5CD8057DF4	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004924	Adult Ed	Chromebook	5CD7363TMD	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004925	Adult Ed	Chromebook	5CD7363TKK	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004927	Adult Ed	Chromebook	5CD8057DGG	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004929	Adult Ed	Chromebook	5CD7363TM8	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004930	Adult Ed	Chromebook	5CD8057DD2	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004931	Adult Ed	Chromebook	5CD8057DFN	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life
004932	Adult Ed	Chromebook	5CD8057BRKJ	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	End of Life

BOARD AGENDA ITEM: Donations

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:	PREPARED BY:
<u> </u> Action	<u> </u> Maggie Navarro
<u> </u> Reports/Presentation	SUBMITTED BY:
<u> X </u> Information	<u> </u> Ron Sherrod
<u> </u> Public Hearing	PRESENTING TO BOARD:
<u> </u> Other (specify)	<u> </u> Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

<u>Donor</u>	<u>Value</u>	<u>Purpose</u>
John & Whitney Hardison	\$4,500.00	Lindhurst High School ROP Auto Repair
	<u>22-23 Year</u>	<u>Current Period</u>
Total Donations-Cash	\$4,000.00	\$0.00
Total Donations-Value	\$0.00	\$4,500.00
Total Donations	\$4,000.00	\$8,500.00

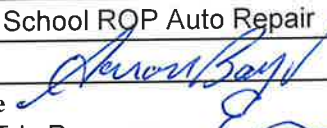
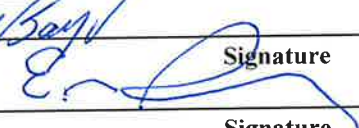
**SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
GIFT AND DONATION FORM**

Donor Identification	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Business
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Donor Name: John & Whitney Hardison Phone: (530) 415-9125
Address: 2295 West Ridge Dr City/State: Sutter, CA Zip: 95982
Business only: Position: _____
Phone: _____ Type of Business: _____

Gift or Donation:	<input type="checkbox"/> Cash	<input type="checkbox"/> Check	Dollar Amount: \$ _____
	<input checked="" type="checkbox"/> Other (List item below)		
Date of Donation:	<u>8/25/2022</u>		

2008 Lincoln MKX - Limited Package mileage: 170,000

Intent of Gift or Donation: Donation
Working Condition: Good condition. Some repairs needed.
Estimated Dollar Value \$ 4,500 (Kelly Blue Book- Good Condition)
Donated To (Site/Program): Lindhurst High School ROP Auto Repair
Site/Program Administrator: Aaron Boyd 
Typed Name Signature
Asst. Superintendent/Director for Dept.: Eric Pomeroy 
Typed Name Signature

Delivery Date: 8/25/2022 Delivered By: Whitney Hardison
Received By: Aaron Boyd

For Business Office Use Only

Superintendent of Admin Services 
Signature

Revenue Code: _____

Review Comments: _____

Board Agenda Date: _____

BOARD AGENDA ITEM: Facilities Update

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Ron SHerrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

A monthly update on facilities will be presented to the Board.

BOARD AGENDA ITEM: First Reading of Revisions to Board Policies

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The following revised Board Policies are presented to the Board for a first reading:

- BP 3100 – Budget
- BP/AR 3100 – Budget
- BP 3110 – Transfer of Funds

BUDGET

The Sutter County Board of Education and Sutter County Superintendent of Schools recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the county's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The county budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the County Office.

The County budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

The Superintendent or designee shall oversee the preparation of a proposed County budget for approval by the County Board and shall involve appropriate staff in the development of budget projections.

The County Board shall hold a public hearing on the proposed budget in accordance with Education Code 1620 and 1622. The hearing shall occur at the same meeting as the public hearing on the County's LCAP and the local control funding formula (LCFF) budget overview for parents/ guardians. (Education Code 1620, 1622, 52062, 52064.1)

The County Board shall adopt the budget at a public meeting held after the date of the public hearing but on or before July 1 of each year. The County Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 1622, 52062)

The budget that is presented at the public hearing as well as the budget formally adopted by the County Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 1622)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the County Board, staff, and public.

No later than five days after the County Board adopts the County budget or by July 1, whichever occurs first, the County Board shall file the adopted County budget with the State Superintendent of Public Instruction (SPI) . The budget and supporting data shall be maintained and made available for public review. (Education Code 1622)

If the SPI disapproves or conditionally approves the County's budget, the County Board shall review and respond to the SPI's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 1622)

Budget Criteria and Standards

The County budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

The County budget shall provide for increased or improved services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

The County Superintendent may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for County revenues and expenditures.

Fund Balance

The County shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the County Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the County Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The County Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent shall have discretion to further delegate the authority to assign funds.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the County shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

Reserve Balance

The County budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year following the fiscal year in which the County is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school County's and allocated local proceeds of taxes, the County budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The County's current-year budget and multiyear projections shall include adequate provisions for addressing the County's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

Budget Amendments

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 1622)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall make budget amendments to ensure accurate projections of the County's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

Definition

~~The Sutter County Board of Education recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the Sutter County Superintendent of School's (SCSOS) vision, goals, and priorities. The SCSOS Sutter County Superintendent of Schools budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the county office.~~

~~(cf. 0000 – Vision)~~
~~(cf. 3000 – Concepts and Roles)~~
~~(cf. 3300 – Expenditures and Purchases)~~
~~(cf. 3460 – Financial Reports and Accountability)~~
~~(cf. 9000 – Role of the Board)~~

~~The SCSOS Sutter County Superintendent of Schools budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year.~~

Budget Development and Adoption Process

~~The Sutter County Board of Education shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the budget. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the Local Control Accountability Plan (LCAP) in accordance with Education Code 42127 and AR 3100 – Budget. (Education Code 42127, 52062)~~

~~Prior to adopting the budget, but at the same public meeting, the Sutter County Board of Education shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062; Board Policy 0460, Local Control Accountability Plan)~~

~~The budget that is formally adopted by the Sutter County Board of Education shall be in the format prescribed by the Superintendent of Public Instruction. The County Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the County Board, staff, and public.~~

~~In developing the SCSOS Sutter County Superintendent of Schools budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127,~~

Series 3000 - Business and Non-Instructional Operations

~~33128, 33129; 5 CCR 15440-15451)~~

~~The Sutter County Superintendent of Schools shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450)~~

~~The Sutter County Board of Education may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for county revenues and expenditures.~~

Single Budget Adoption Process

~~The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 1622.—~~

~~The Superintendent or designee shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54.—~~

Long-Term Financial Obligations

~~The SCSOS Sutter County Superintendent of Schools current year budget and multi-year projections shall include adequate provisions for addressing the SCSOS Sutter County Superintendent of Schools long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.~~

~~(cf. 4141/4241—Collective Bargaining Agreement)~~

~~(cf. 4143/4243—Negotiations/Consultation)~~

~~(cf. 4154/4254/4354—Health and Welfare Benefits)~~

~~(cf. 7210—Facilities Financing)~~

~~(cf. 9250—Remuneration, Reimbursement and Other Benefits)~~

Legal Reference:

EDUCATION CODE

~~1240—Duties of county superintendent of schools~~

~~33127-33131 Standards and criteria for local budgets and expenditures~~

~~35035 Powers and duties of superintendent~~

~~35161 Powers and duties, generally, of governing boards~~

Series 3000 - Business and Non-Instructional Operations

~~42103 Public hearing on requirements for content of proposed budget
1620-1622—County Office of Education Budget Approval
42122-42129 Budget requirements
42130-42134 Financial certifications
42140-42141 Disclosure of fiscal obligations
42602 Use of unbudgeted funds
42605 Tier 3 categorical flexibility
42610 Appropriation of excess funds and limitation thereon
44518-44519.2 Chief business officer training program
45253 Annual budget of personnel commission
45254 First year budget of personnel commission~~

~~GOVERNMENT CODE~~

~~7900-7914 Appropriations limit~~

~~CODE OF REGULATIONS, TITLE 5~~

~~15060 Standardized account code structure
15440-15451 Criteria and standards for school district budgets~~

Management Resources:

~~CSBA PUBLICATIONS~~

~~Maximizing School Board Governance: Budget Planning and Adoption,
2006
Maximizing School Board Governance: Understanding District Budgets,
2006
School Finance CD-ROM, 2005~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~California School Accounting Manual
New Requirements for Reporting Fund Balance in Governmental Funds,
January 7, 2011~~

~~FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM
PUBLICATIONS~~

~~Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related
Legislation, September 2006~~

~~GOVERNMENT FINANCE OFFICERS ASSOCIATION~~

~~Best Practice: Appropriate Level of Unrestricted Fund Balance in the
General Fund, 2009~~

~~GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS~~

~~Statement 54, Fund Balance Reporting and Governmental Fund Type
Definitions, March 2009
Statement 45, Accounting and Financial Reporting by Employers for Post-
employment Benefits Other Than Pensions, June 2004
Statement 34, Basic Financial Statements and Management's Discussion
and Analysis - For State and Local Governments, June 1999~~

~~WEB SITES~~

Series 3000 - Business and Non-Instructional Operations

CSBA: <http://www.csba.org>
Association of California School Administrators: <http://www.acsa.org>
California Department of Education, Finance and Grants:
<http://www.cde.ca.gov/fg>
California Department of Finance: <http://www.dof.ca.gov>
Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>
Government Finance Officers Association: <http://www.gfoa.org>
Governmental Accounting Standards Board: <http://www.gasb.org>
Legislative Analyst's Office: <http://www.lao.ca.gov>
School Services of California, Inc.: <http://www.sscal.com>

POLICIES

SP 3460 – GASB 54

BUDGET

Initial Budget Adoption

On or before July 1 of each year, the Sutter County Board of Education shall adopt a budget which adheres to the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

The **County Board of Education** shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the budget. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the Local Control Accountability Plan (LCAP) in accordance with Education Code 42127 and 52062.

Prior to adopting the budget, but at the same public meeting, the Board shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.
(Education Code 42103, **1620, 1622**, 52062)

~~(cf. 9320 – Meetings and Notices)~~
~~(cf. 9322 – Agenda/Meeting Materials)~~
~~(cf. 9323 – Meeting Conduct)~~

The **County** Superintendent or designee shall file the adopted budget with the Superintendent of Public Instruction (SPI) no later than five (5) days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 52067)

Whenever the proposed district budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the district shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

- 1. The minimum recommended reserve for economic uncertainties**
- 2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve**

3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any district resident may appear and object to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

~~(cf. 1340—Access to District Records)~~

Revised Budget

~~OPTION 1: (Single Budget Adoption Process)~~

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 1622)

~~If the Superintendent of Public Instruction (SPI) disapproves the Sutter County Superintendent of Schools' budget, the Sutter County Board of Education shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 1622)~~

Before revising the budget, the county board of education shall hold a public hearing regarding the proposed revisions, which shall be made available for public inspection not less than three working days before the hearing. The agenda for that hearing shall be posted at least 72 hours before the public hearing and shall include the location where the budget will be available for public inspection. The revised budget, and supporting data, shall be maintained and made available for public review. (Education Code 1622)

(Board Policy 0460, Local Control Accountability Plan)

Budget Review Committee for Disapproved Budgets

~~If the County's budget is disapproved by the County Superintendent of Public Instruction (SPI) for any reason other than disapproval of the County's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board, Superintendent, and SPI agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)~~

~~This committee shall consist of either: (Education Code 1623)~~

- Three persons selected by the Board and Superintendent from a list of candidates provided by the Superintendent of Public Instruction (SPI), who shall be selected within five working days after receiving the list of candidates
- A regional review committee selected and convened by the County Superintendent with the approval of the Board and SPI

If the budget review committee recommends disapproval of the budget, the Board may submit a response to the SPI no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 1624)

If the SPI disapproves the County budget after reviewing the committee's report and the County's response, the Board and Superintendent shall consult with the SPI to develop and adopt, by December 31, a fiscal plan and budget that will allow the County to meet its current fiscal year and multiyear financial obligations. For the current fiscal year, the County shall operate in accordance with the budget adopted by the SPI. (Education Code 1624)

Until the County receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board and Superintendent, whichever budget contains a lower total spending authority. (Education Code 1624)

TRANSFER OF FUNDS

~~DEFERRED MAINTENANCE FUNDS~~

~~Cautionary Notice: As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect these requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also, see BP 2210 Administrative Discretion Regarding Board Policy.~~

The **Governing** Sutter County Board of Education recognizes its responsibility to monitor the Sutter County Superintendent of Schools' fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

~~(cf. 3100 – Budget)~~

~~(cf. 3400 – Management of District Assets/Accounts)~~

~~(cf. 3460 – Financial Reports and Accountability)~~

The Sutter County Board of Education may approve the transfer of funds, as requested by the **County** Superintendent or designee, during or at the end of the fiscal year in accordance with law as necessary to meet **SCSOS Sutter County Superintendent of Schools** needs or to permit the payment of **SCSOS Sutter County Superintendent of Schools** obligations. (Education Code 16095, 17582-17592, 42600-42603, 42605, 42841-42843, 52616.4)

~~Tier 3 Categorical Flexibility~~

~~The Sutter County Board of Education has determined that it is in the best interest of the SCSOS to utilize the flexibility authorized for the use of categorical program funds under Education Code 42605. Funds received by the SCSOS for any program identified by law as a Tier 3 categorical program may be expended for any educational purpose.~~

Series 3000 - Business and Non-Instructional Operations

~~(cf. 2210—Administrative Discretion Regarding Board Policy)~~

~~Before expending any Tier 3 categorical program funds for another educational purpose, the Sutter County Board of Education shall hold a public hearing to take testimony from the public, to discuss and approve or disapprove the proposed use of the funding, and to make explicit for each of the categorical programs the purposes for which the funds will be used. (Education Code 42605)~~

~~Any such public hearing shall be held prior to and independent of the County Board's regular budget-adoption meeting. Whenever the proposed use of the funding will result in the elimination of a program, the notice of the public hearing shall identify the program to be eliminated. (Education Code 42605)~~

~~(cf. 0420—School Plans/Site Councils)~~

~~(cf. 0420.1—School-Based Program Coordination)~~

~~(cf. 0440—District Technology Plan)~~

~~(cf. 1312.4—Williams Uniform Complaint Procedures)~~

~~(cf. 3111—Deferred Maintenance Funds)~~

~~(cf. 3530—Risk Management/Insurance)~~

~~(cf. 4111—Recruitment and Selection)~~

~~(cf. 4112.2—Certification)~~

~~(cf. 4112.21—Interns)~~

~~(cf. 4113—Assignment)~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4131.1—Beginning Teacher Support/Induction)~~

~~(cf. 4138—Mentor Teachers)~~

~~(cf. 4139—Peer Assistance and Review)~~

~~(cf. 4231—Staff Development)~~

~~(cf. 4331—Staff Development)~~

~~(cf. 5123—Promotion/Acceleration/Retention)~~

~~(cf. 5136—Gangs)~~

~~(cf. 5141.32—Health Screening for School Entry)~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

~~(cf. 5145.6—Parental Notifications)~~

~~(cf. 5146—Married/Pregnant/Parenting Students)~~

~~(cf. 5147—Dropout Prevention)~~

~~(cf. 5148.1—Child Care Services for Parenting Students)~~

~~(cf. 5149—At-Risk Students)~~

~~(cf. 6141.5—Advanced Placement)~~

~~(cf. 6142.6—Visual and Performing Arts Education)~~

~~(cf. 6142.91—Reading/Language Arts Instruction)~~

~~(cf. 6146.1—High School Graduation Requirements)~~

~~(cf. 6151—Class Size)~~

~~(cf. 6161.1—Selection and Evaluation of Instructional Materials)~~

~~(cf. 6162.52—High School Exit Examination)~~

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~~(cf. 6163.1 – Library Media Centers)~~
~~(cf. 6164.2 – Guidance/Counseling Services)~~
~~(cf. 6172 – Gifted and Talented Student Program)~~
~~(cf. 6176 – Weekend/Saturday Classes)~~
~~(cf. 6177 – Summer School)~~
~~(cf. 6178 – Career Technical Education)~~
~~(cf. 6178.2 – Regional Occupational Center/Program)~~
~~(cf. 6179 – Supplemental Instruction)~~
~~(cf. 6184 – Continuation Education)~~
~~(cf. 6185 – Community Day School)~~
~~(cf. 6200 – Adult Education)~~
~~(cf. 9323.2 – Actions by the Board)~~

Legal Reference:

EDUCATION CODE

78 Definition governing board
5200 Districts governed by boards of education
16095 Transfer of district funds to district state school building fund
17582 Deferred maintenance fund; establishment; purpose
17583 Deferred maintenance fund; transfer
17584 Budgeting certification deferred maintenance fund; apportionment
17585 Applications for deferred maintenance funding
41301 Section A state school fund allocation schedule
42125 Designated and unappropriated fund balances
42600 District budget limitation on expenditure
42601 Transfers between funds to permit payment of obligations at close of year
42603 Transfer of monies held in any fund or account to another fund; repayment
42605 Tier 3 categorical flexibility
42840-42843 Special reserve fund
52616.4 Expenditures from adult education fund

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Series 3000 - Business and Non-Instructional Operations

(7/09) 11/11

GAMUT Language:

BOARD AGENDA ITEM: Rescind Board Policy 3111 Deferred Maintenance Funds

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Ron Sherrod

Reports/Presentation

SUBMITTED BY:

Information

Ron Sherrod

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The following Board Policy is being presented to the Board, asking the Board to rescind the policy:

- BP 3111 – Deferred Maintenance Funds

~~DEFERRED MAINTENANCE FUNDS~~

~~Cautionary Notice: As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect these requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also, see BP 2210-Administrative Discretion Regarding Board Policy.~~

~~In order to help meet the Sutter County Superintendent of School's facility maintenance needs, the Sutter County Board of Education shall discuss proposals and plans for expenditures of deferred maintenance facility funds at a regularly scheduled public hearing.~~

~~(cf. 3100 - Budget)~~

~~(cf. 3110 - Transfer of Funds)~~

~~(cf. 7000 - Concepts and Roles)~~

~~(cf. 7210 - Facilities Financing)~~

~~In any year that the Sutter County Superintendent of School's does not set aside one-half of one percent of its current year revenue limit average daily attendance for deferred maintenance, the Board shall submit a report, by March 1, to the Legislature, with copies to the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the State Allocation Board. (Education Code 17584.1)~~

~~The report shall include all of the following: (Education Code 17584.1)~~

- ~~1. A schedule of the complete school facilities deferred maintenance needs of the Sutter County Superintendent of School's for the current year, including a schedule of costs per school site and total costs~~
- ~~2. A detailed description of the Sutter County Superintendent of School's spending priorities for the current year, and an explanation of why those priorities, or any other considerations, have prevented the district from setting aside sufficient local funds so as to permit it to fully fund its deferred maintenance program and, if eligible, to participate in the state~~

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~~deferred maintenance funding program as set forth in Education Code 17584~~

- ~~3. An explanation of how the Sutter County Board of Education plans to meet its current year facilities deferred maintenance needs without setting aside the funds set forth in Education Code 17584~~

~~Copies of the report shall be made available at each school site and shall be provided to the public upon request. (Education Code 17584.1)~~

~~(cf. 3580—District Records)~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~17565-17591 Property maintenance and control, especially:~~

~~17584 Deferred maintenance~~

~~17584.1 Deferred maintenance reports~~

~~Management Resources:~~

~~WEB SITES~~

~~Department of General Services, Office of Public School Construction:-~~

~~<http://www.opsc.dgs.ca.gov>~~

11/99

BOARD AGENDA ITEM: Revision of Board Policy/Superintendent Policy and Administrative Regulation 6158 – First Reading

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Brian Gault, Elizabeth Bhatti, Joe Hendrix, Carolyn Patton Jessica Burrone

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

SP/BP 6158 and SP/BP AR 6158 have been revised to reflect new law (AB 181) that warranted changes to districts and county office policies on Independent Study.

These are being submitted the Board for a first reading.

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INDEPENDENT STUDY

(Feather River Academy, Pathways Charter Academy and Special Education Programs)

Sutter County Superintendent of Schools operates programs for students in need of an alternative academic experience. In order to meet the unique needs of each student, Sutter County Superintendent of Schools operates two County Community Schools: Feather River Academy and Pathways Charter Academy. Sutter County Superintendent of Schools also operates regional special education special day class programs. For purposes of this independent study policy, students placed in SCSOS centralized programs requesting independent study placement are eligible to request independent study through SCSOS. ~~The regulations contained in this document are~~ This policy sets forth operating guidelines for the administration of Special Education, Feather River Academy and Pathways Charter Academy's Independent Study Program.

The Superintendent authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a Sutter County Superintendent of Schools (SCSOS) employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be five consecutive school days.

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General Independent Study Requirements

For the 2021-22 school year, the SCSOS shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the SCSOS has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the SCSOS requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060.
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools,

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this shall include access to all courses offered by the SCSOS for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction.
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction.
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students ~~who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement, who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of our approved instructional calendar, pupils found not participatory in synchronous instructional offerings pursuant to Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to subdivision (g)~~. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student.
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation.
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary.
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

Students who are enrolled in comprehensive schools and who are receiving specified

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clinical treatments are exempt from long-term independent study requirements such as live interaction, synchronous instruction, tiered reengagement and a transition plan.

Students with exceptional needs, as defined in Education Code 56026, may participate in independent study, if the pupil's individualized education program specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. (Education Code 51745)

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The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

~~For the 2021-22 school year only, The~~ SCSOS shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study, ~~during the 2021-22 school year.~~ This notice shall be posted on the SCSOS web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

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~~For 2022/23 school year and thereafter, u~~Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the SCSOS shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

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Master Agreement

For the 2021–22 school year only, the SCSOS shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

For the 2022/23 school year and thereafter, a written agreement shall be developed and implemented for each student participating in independent study ~~for three or more consecutive school days~~. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work.
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work.

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4. A statement of the Superintendent's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

~~However, for the 2021-22 school year, the SCSOS shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.~~

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Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

However, for the 2021-22 school year, the SCSOS shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

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Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study.
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education.
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher.
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on

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a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5.
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a SCSOS employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. (Education Code 51747.5)
The SCSOS shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record, such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

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48917 Suspension of expulsion order
49011 Student fees
51225.3 Requirements for high school graduation
51745-51749.6 Independent study programs
52522 Adult education alternative instructional delivery
52523 Adult education as supplement to high school curriculum; criteria
56026 Individuals with exceptional needs
58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

19819 State audit compliance

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

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INDEPENDENT STUDY PROGRAM (ISP)

(Feather River Academy ~~and~~ Pathways Charter Academy and Special Education Programs)

Sutter County Superintendent of Schools operates programs for students in need of an alternative academic experience. In order to meet the unique needs of each student, Sutter County Superintendent of Schools operates two County Community Schools; Feather River Academy and Pathways Charter Academy. Sutter County Superintendent of Schools also operates regional special education special day class programs. For purposes of this independent study policy, students placed in SCSOS centralized programs requesting independent study placement are eligible to request independent study through SCSOS. -The regulations contained in this document are operating guidelines for the administration of Special Education, Feather River Academy and Pathways Charter Academy's Independent Study Program. ~~and will serve to supplement and augment the Independent Study Operational Manual. The Independent Study Operations Manual gives the following definition and overview of purpose of Independent Study:~~

INDEPENDENT STUDY

Independent study is an alternative to classroom instruction consistent with the current course of study and is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills, and knowledge all students should gain as verified in a written agreement. Independent Study can be part of, be separate from, or be in addition to a regular classroom instruction program.

OVERVIEW AND PURPOSE

Independent Study is an *instructional strategy* (not a categorical program) that responds to an individual's needs and styles of learning. A contractual agreement is drawn among the certificated teacher as the general instructional supervisor, the student, and if a minor, his or her parent, guardian, or caregiver and any other persons who may be directly involved in the student's learning program. The written agreement sets educational objectives and addresses activities and personnel to be involved, resources to be used, and a method to evaluate successful completion of the agreement. The agreement must adhere to school board policy and legal requirements.

Independent Study is an optional educational alternative, available to students from kindergarten through high school, meant to respond to the students' specific educational needs, interest, aptitudes, and abilities within the confines of school board policy. As a recognized alternative to regular classroom study, *the Independent Study option is expected to be equal to or superior in quality to classroom instruction.*

Adopted 07/18/06; Revised 03/12/14; Revised 06/28/17; Cabinet Revised 07/29/21;
Board Revised 8-11-21

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Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring,

provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

EDUCATIONAL OPPORTUNITIES

For the 2021-22 school year, the Sutter County Superintendent of Schools (SCSOS) shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the SCSOS has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, eEducational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

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6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

EQUIVALENCY

The independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The school shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

ELGIBILITY FOR INDEPENDENT STUDY

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental

Adopted 07/18/06; Revised 03/12/14; Revised 06/28/17; Cabinet Revised 07/29/21;
Board Revised 8-11-21

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instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose residency status is based on their parent/guardian's employment within school boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

~~For a student Students with exceptional needs, as defined in Education Code 56026, may participate in independent study, if the pupil's individualized education program specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. When parents/guardians request participation in independent study, IEP teams make the determination that the students with disabilities can receive a free appropriate public education through independent study.~~ (Education Code 51745)

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A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

MONITORING STUDENT PROGRESS

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian

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2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

RESPONSIBILITIES OF INDEPENDENT STUDY ADMINISTRATOR

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Adopted 07/18/06; Revised 03/12/14; Revised 06/28/17; Cabinet Revised 07/29/21;
Board Revised 8-11-21

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Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the school, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the school enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

THE RESPONSIBILITIES OF THE SUPERVISING TEACHER SHALL INCLUDE, BUT ARE NOT LIMITED TO:

1. Completing designated portions of the written independent study agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Superintendent's Policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Adopted 07/18/06; Revised 03/12/14; Revised 06/28/17; Cabinet Revised 07/29/21;
Board Revised 8-11-21

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Agenda Item No. 15.0

BOARD AGENDA ITEM: SCSOS Updated Plan for Safe Return to In-Person Instruction and Continuity of Services

BOARD MEETING DATE: September 14, 2022

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

SCSOS Safety Committee

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The Plan for Safe Return and Continuity of Instruction has been updated with the most current guidance from Safe Schools for All and SCSOS policies and procedures.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Sutter County Superintendent of Schools

The LEA will maintain the health and safety of students, educators, and other school and LEA staff, has adopted policies, and a description of any such policies, on each of the [California Safe Schools for All](#), [CDPH](#) and CDC's safety recommendations, including:

Mitigation Strategies

Wearing masks.

All staff and students will utilize face coverings as indicated by recommendations from the [California Department of Public Health Guidance for the Use of Face Coverings](#).

Effective March 11, 2022, masking is strongly recommended but not required by students, staff, or visitors at our school sites. Masking mandates may be re-established after consultation with local Public Health based on: pandemic patterns, prevention measures, assessment capacity, and treatment factors.

No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a school unless wearing a mask would pose a safety hazard.

Schools will provide masks to students who inadvertently fail to bring a face covering to school and desire to use one.

Handwashing and respiratory etiquette.

SCSOS implemented routines for frequent hand sanitation focusing on COVID-19 prevention. These routines will continue as they are generally considered good hygiene and proactive in preventing and spreading the most contagious diseases.

Measures include encouraging students and staff to sanitize after using the toilet, after handling garbage, before and after eating, when entering a classroom or office, after

taking off or putting on their cloth face cover, after prolonged exposure to high touch areas, and before and after each task when preparing food in any class.

SCSOS provides adequate supplies, including soap, a way to dry hands, tissues, face masks (as feasible), and no-touch/foot-pedal trash cans. If soap and water are not readily available. In that case, schools can provide alcohol-based hand sanitizer that contains at least 60% alcohol (for staff and older children who can safely use hand sanitizer).

SCSOS uses video and print resources as an instructional curriculum for students in handwashing and other hygiene practices. Due to the needs of some Special Education students, staff utilizes social stories to teach hygiene, mask etiquette, etc.. Examples of resources include:

- [Fight Germs! Wash Your Hands! – CDC](#)
- [Wash Your Hands! | CDC](#)
- [How to Handwash | WHO](#)
- [Washing hands](#)
- [Avoiding contact with one's eyes, nose, and mouth](#)
- [Covering coughs and sneezes](#)

❑ **Cleaning and maintaining healthy facilities, including improving ventilation.**

SCSOS operates programs at sites hosted by local school districts. Those districts provide cleaning and maintenance of facilities. SCSOS's Director of Facilities works with host districts providing cleaning and maintenance of facilities guidance.

At sites cleaned and maintained by SCSOS, SCSOS has implemented the following cleaning and disinfection measures for frequently touched surfaces:

- The custodial staff has the appropriate tools, equipment, supplies, and training to enhance the facility's disinfecting.
- Steam shall be the primary solution for disinfection and sterilization due to the hazards and regulations concerning chemical use.
- When a chemical disinfectant must be used, we will follow the Department of Pesticide Regulations and Occupational Safety & Health Administration protocols.
- The school has identified and stocked cleaning products using the following guidelines:

- Cleaning products should when feasible, be from the Environmental Protection Agency (EPA)-approved list "N" approved for use against COVID-19
 - Following product instructions for use
 - Reducing the risk of asthma-related to disinfecting, selecting disinfectant products, when feasible, on list N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid).
 - Avoid, when feasible, products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
 - Using, when feasible, disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
 - Providing employees training on manufacturer's directions, on Cal/OSHA requirements for safe use, and as required by the Healthy Schools Act, as applicable.
- Established a cleaning and disinfecting schedule to avoid both under- and over-use of cleaning products.
 - The custodial staff has the proper protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions.
 - At Feather River Academy, all products are kept out of children's reach and stored in a space with restricted access.

SCSOS maximizes, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Utilizing HVAC fresh air economizers, 7% fresh air
- Preventatively maintaining our HVAC system every three months, including coil cleaning and filter replacement.
- Ensuring HVAC units have the maximum filtration efficiency for the unit, as applicable, from MERV 9-13.

SCSOS has developed a survey to provide opportunities for employees to identify possible COVID-19 hazards and report those for evaluation and mitigation when necessary.

☐ **Testing**

SCSOS follows the most recent [CDPH guidance](#) on screening, testing, and contact tracing.

Symptom and exposure screening will occur for students and staff at home each day before leaving for school.

1. Parents will be provided with the list of [COVID-19 symptoms](#) and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their sick child tested for SARS-CoV2.
2. Staff members submit a daily wellness check via google forms. Staff members will be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if they have symptoms of COVID-19 and to get tested for SARS-CoV2.

CDC's list of symptoms of COVID-19 includes fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, the new loss of taste or smell, sore throat, congestion, or runny nose, nausea or vomiting, and diarrhea. Severe symptoms of COVID-19 include but are not limited to trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone. Symptom lists are available on the [CDC symptoms and testing page](#).

Due to the increased travel and social interactions that often occur during school breaks, it is recommended that students and staff get tested for COVID-19 before returning to school following significant gaps (e.g., summer, winter, and spring). Antigen tests will be provided to students and staff prior to returning from major breaks.

☐ Managing individuals with symptoms and exposures

SCSOS Risk Management/COVID Safety Coordinator has the primary responsibility for verifying, conducting contact tracing, and monitoring isolation and quarantine guidelines for adults/staff.

The SCSOS Nursing staff has the primary responsibility for verifying positivity, and monitoring quarantine guidelines for students in K-12 settings. Nursing staff may be supported by program administrators and other staff.

Schools will maintain a communication system that allows staff and families to self-report symptoms and receive prompt notifications of exposures and closures while maintaining confidentiality. A SCSOS-trained COVID-19 Liaison will notify the local health department of any newly reported cases in a student or staff member as recommended by the most current guidance.

Recommendations for staying home when sick and getting tested:

- a. Follow the strategy for *Staying Home when Sick and Getting Tested* by the [CDC](#).

b. Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent the possible spread at schools.

When an individual is diagnosed with COVID-19, SCSOS has designated a COVID-19 Liaison to act as the communication point for all COVID-19 concerns. This individual's responsibilities include:

- Managing and supporting contact tracing
- Notifying exposed persons
- Creating and maintaining a database of exposed students and staff
- Communicating with, and submitting lists of exposed students and staff to the local health department

SCSOS will follow the guidance in Table 1 of [CDPH recommendations for isolation and quarantine](#)

When an individual has symptoms

Any student who develops new, unexplained symptoms should not return to campus until it is clear that symptoms are mild and improving or are due to a non-infectious cause (e.g. allergies). This includes waiting until 24 hours have passed since the resolution of fever without the use of fever-reducing medication.

Additionally, if symptoms are concerning for COVID-19, it is strongly recommended that students wear a mask and get tested immediately. If the results are positive, students should also follow CDPH recommendations for retesting and/or isolating.

It is recommended that families notify schools if their child has COVID-19 and was on school grounds during their [infectious period](#) and that schools in turn notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in shared indoor airspace (e.g., classroom) with someone with COVID-19 during their infectious period.

In lieu of individual exposure notifications, schools should consider providing a general notification to the entire school community during times of elevated community transmission of COVID-19. This communication can alert all to the increased potential

of being exposed to COVID-19 due to a rise in cases among school and community members, and remind all to monitor for symptoms and get tested.

All students with known exposure to persons with COVID-19 should follow the recommendations listed in Table 2 (Asymptomatic Persons Who are Exposed to Someone with COVID-19) of CDPH's guidance for the general public. If they remain without symptoms, students may continue to take part in all aspects of K-12 schooling including sports and extracurricular activities. As recommended in Table 2, they should wear a well-fitting mask around others for a total of 10 days and get tested 3-5 days after the last exposure.

☐ Efforts to provide vaccinations to school communities.

SCSOS has provided our school communities with information on receiving free vaccinations. We disseminated information on vaccine clinics in our area and hosted a vaccination clinic on site in conjunction with the Sutter County Health Department. We will continue providing our school community with information on how they can receive vaccinations, such as communicating information from <https://myturn.ca.gov/>.

☐ Coordination with state and local health officials.

The Sutter County Superintendent of Schools and senior management members met weekly with the Sutter County Health Officer for approximately one year to ensure SCSOS schools and programs acted in coordination with state and local health officials. Recently, the Sutter County Health Officer reduced the meeting frequency to bi-weekly and then ended regular meetings in June of 2021. However, the Sutter County Superintendent of Schools and key leaders from his office continue to have access to the Sutter County Health Officer and her office as needed to ensure continued coordination. SCSOS staff also monitor state communications and state-level associations to assist with coordination.

☐ Appropriate accommodations for children with disabilities with respect to health and safety policies.

Safety policies were implemented by the LEAs we serve as well as health and safety policies developed internally for classrooms for students with disabilities. Individualized accommodations have been put into place for our students with disabilities to ensure access to

their Education Plan, and at the same time follow health safety guidelines. Due to the severe needs of our students, there is flexibility in some of the areas of safety and hygiene due to their medical, sensory, and cognitive needs per individual IEP teams.

- Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC’s safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.**

Health and safety policies and procedures were developed with local input based on guidance from CDC, CDPH, CDE, CalOSHA, and the local health officer. Where possible, model templates and rubrics were utilized to ensure best practices.

Plans, Policies, and Procedures developed were:

- COVID-19 [Operations Written Report](#)
- [COVID Safety Plan \(CSP\)](#): which included the Cal/OSHA Prevention Plan (CPP) and the SCSOS COVID-19 School Guidance Checklist
- Feather River Academy Plan for Classroom-based Instructional Activities 2020-2021
- Pathways Charter Academy Plan for Classroom-based Instructional Activities 2020-2021
- Distance Learning Guide for Itinerant and DIS Providers
- SCSOS Response Guide to a Confirmed or Suspected Case of COVID-19
- 2020-21 [Learning Continuity and Attendance Plan](#)

Accommodations provided were:

- Working Remotely
- Distance Learning
- Independent Study
- Cohort support
- Counseling/Mental Health Support
- Food Services during school closures

- Opportunities for childcare

The SCSOS educational leadership team will review and update this plan regularly and the safety committee provides input to be considered in revision when maintaining policies and procedures.

To see the most current public health conditions, use the following link:

[Current health conditions posted by our Local Health Department](#)

Continuity of Instruction

- The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students and staff social, emotional, mental health, and other needs, which may include student health and food services.**

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

SCSOS will follow the most current guidance from CDC, CDPH, CDE, and our local health officer to ensure continuity of services.

Current guidance dictates that students receive in-person instruction unless they request independent study due to health concerns. Students, teachers, and staff participating in in-person instruction with a positive test result will [be isolated](#). SCSOS staff will report positive cases to the health department as recommended by the most current guidance. School officials will notify families of close contacts as soon as possible after they are notified that someone in the school has tested positive (within the same school day as practicable).

- Continuity of services for individuals in isolation or quarantine**

Provision of instruction for students with IEPs who are in isolation will be provided in accordance with the guidance in Appendix B and students' Individualized Education Plans.

Provision of instruction for general education students in isolation for 14 days or less will be provided through short term independent study to ensure academic progress is maintained and for academic credit. Short term independent study will meet state requirements and may

include a combination of synchronous and asynchronous engagement as practicable based on the health and stamina of the student. (Typically, once weekly synchronous instruction and completion of assigned work asynchronously)

Students whose health conditions require longer isolation may be served through Home Instruction pursuant to Title 5 California Code of Regulations section 3051.4.

Continuity of services for school or classroom closure

During school or classroom closure:

Social-emotional and crisis counseling will be provided in-person or virtually as the conditions and guidelines dictate. 1 - 1 counseling will continue either virtually or in an in-person setting with sneeze guards and appropriate PPE. Established group therapy will continue in the least restrictive environment allowable. Student well-being will be monitored by school staff and through the use of Kelvin Pulse Surveys where appropriate. SEL resources for [parents](#) and [students](#) are available on the SCSOS website.

Each **English Learner** will be assigned an instructional aide to provide additional support for all course work through weekly in-person or virtual meetings.

SCSOS **Special Education** and Related Services will be provided as appropriate as per each student's Individualized Education Program. Our program provides home-based learning activities through a variety of avenues. We individualized our approach to our students and families during isolation, quarantine, or school closures. Our Special Education team provides home learning through technology, packets of work, weekly Zoom meetings with students, phone calls, and other creative avenues dependent on student needs. We ensure that students have access to engage in distance learning by providing family tools such as Chromebooks, visual icons, manipulatives, and paper/pencil. Our staff are in constant communication with families on a weekly basis and conduct IEP meetings virtually to provide families ongoing support through this process.

The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA’s policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

The SCSOS COVID-19 Safety Plan (CSP) that was developed prior to March 11, 2021, was updated and re-formatted using this template and based on new information, new requirements, and new opportunities for stakeholders, including the public, to provide comments and feedback during meetings held on:

June 16 - 21: Solicit input from SCSOS Cabinet members

June 21-25: Solicit input from school staff at Feather River Academy, Pathways Charter Academy, and Special Education

June 24: SCSOS Public Comment Meeting by Zoom. Plan and Zoom link shared through email, webpage, and social media on June 21

July 14, 2021- Public comment at Board Meeting

July 23, 2021: Safe Return to In-Person Instruction and Continuity of Services Plan posted to SCSOS Website

August 25, 2021: Plan was reviewed and a draft revision was made by the SCSOS Educational Leadership Team consisting of general education and special education principals and SCSOS leadership. The draft was then forwarded for input from stakeholders, including bargaining units and the public.

December 10, 2021: Plan was reviewed and a draft revision was created by the SCSOS Educational Leadership Team consisting of general education and special education principals and SCSOS leadership, and the SCSOS Safety Committee. The draft was then posted and forwarded for input from stakeholders, including bargaining units and the public.

January 13, 2022: Revised Plan was presented for further input and refinement based on changing COVID landscape and related guidance.

February 24, 2022: Updated Special Education Safety Plan was incorporated as Appendix B

March 15, 2022: Plan updated with [CDPH updated guidance](#)

April 6, 2022: Plan updated with updated [CDPH guidance](#)

July 2022: Plan updated with June 30 CDPH Guidance- [COVID-19 Public Health Guidance for K-12 Schools to Support Safe In-Person Learning, 2022-2023 School Year](#)

August 2022: Plan reviewed and updated by SCSOS Educational Leadership Team.

September 2022: Presented to SCSOS Safety Committee and SCSOS Board

Feedback incorporated into the plan:

A SCSOS employee said he thought we could remind people about how they can utilize the <https://myturn.ca.gov/> website to get injections. As a result of this recommendation, SCSOS included communicating reminders about the myturn.ca.gov website in this plan.

FMOF will update the section on *Cleaning and Maintaining Healthy Facilities, Including Improving Ventilation* based on June 2021 guidance.

CDPH/OSHA Webinar 6/23

- Updated: Universal and correct wearing of masks section are not required of students or staff while in an outdoor setting
- Updated: Fully vaccinated individuals need not quarantine
- Symptom and exposure screening will occur for students and staff will occur at home each day before leaving for school.
- Modified the 3' requirement by removing the "when cohorting"
- Links to mask and hand washing/hygiene training material

Board Meeting 7/14/21

CDPH Guidance 7/12/21

AB 130 Alignment for J-13A 8/3/21

SCSOS Leadership Team Input/Revisions 8/25/21

LHD and CDPH Decision Tree Updates 9/13/21

Educational Partner Engagement sessions for ESSER III Expenditure Plan included discussion about plans for safe in-person instruction and continuity of instruction. Family Intervention Team (FIT) on 8/3/21, FIT/Family Soup on 9/7/21, and Alpha-Sigma on 11/2/21.

- Encouraged improvements in ventilation and filtration prior to the winter months
- Supported and encouraged the use of resources to focus on SEL and Mental Health needs.

SCSOS Leadership Team and Safety Committee Input/Revisions 12/10/21, 1/13/22, 2/24/22, 8/22/22, 9/1/22

Appendix A:

[Guidance for Local Health Jurisdictions on Isolation and Quarantine of the General Public](#)

Table 1: Persons Who Should Isolate

Persons Who Test Positive for COVID-19	Recommended Actions
<p>Everyone, regardless of vaccination status, previous infection or lack of symptoms.</p>	<ul style="list-style-type: none"> • Stay home (PDF) for at least 5 days after start of symptoms (or after date of first positive test if no symptoms). • Isolation can end after Day 5 if symptoms are not present or are resolving and a diagnostic specimen* collected on Day 5 or later tests negative. • If unable to test, choosing not to test, or testing positive on Day 5 (or later), isolation can end after Day 10 if fever-free for 24 hours without the use of fever-reducing medications. • If fever is present, isolation should be continued until 24 hours after fever resolves. • If symptoms, other than fever, are not resolving, continue to isolate until symptoms are resolving or until after Day 10. If symptoms are severe, or if the infected person is at high risk of serious disease, or if they have questions concerning care, infected persons should contact their healthcare provider for available treatments. • Per CDPH masking guidance, infected persons should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see masking section below for additional information). <p>*Antigen test preferred.</p>

Table 2: Close Contacts - General Public (No Quarantine)

Asymptomatic Persons Who are Exposed to Someone with COVID-19 (No Quarantine)	Recommended Actions
<p>Everyone, regardless of vaccination status.</p> <p>Persons infected within the prior 90 days do not need to be tested, quarantined, or excluded from work unless symptoms develop.</p>	<ul style="list-style-type: none"> • Test within 3-5 days after last exposure. • Per CDPH masking guidance, close contacts should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings and when near those at higher risk for severe COVID-19 disease (see masking section below for additional information). • Strongly encouraged to get vaccinated or boosted. • If symptoms develop, test and stay home (see earlier section on symptomatic persons), AND • If test result is positive, follow isolation recommendations above (Table 1).

Table 3: Close Contacts - Specified High-Risk Settings (Work exclusion and quarantine)**

Persons Who are Exposed to Someone with COVID-19 (Work exclusion and quarantine)	Recommended Actions
<ul style="list-style-type: none"> • Unvaccinated; OR • Incompletely vaccinated; OR • Have completed the primary series of COVID-19 vaccines, and are booster eligible but have not yet received their booster dose ; AND • Not infected with SARS-CoV-2 within the prior 90 days. 	<p>Recommendations for staff:</p> <ul style="list-style-type: none"> • Exclude from work for at least 5 days, after last exposure. • Work exclusion can end after Day 5 if symptoms are not present and a diagnostic specimen collected on Day 5 or later tests negative. • If unable to test or choosing not to test, and symptoms are not present, work exclusion can end after Day 10. • Comply with CDPH masking guidance (i.e., universal masking and, in some cases, where surgical masks or higher filtration respirators may be required). • Strongly encouraged to get vaccinated or boosted. • If symptoms develop, stay home and test as soon as possible; AND • If test result is positive, follow isolation recommendations above (Table 1). <p>Recommendations for residents:</p> <ul style="list-style-type: none"> • Quarantine for at least 5 days after last exposure. • Quarantine can end after Day 5 if symptoms are not present and a diagnostic specimen collected on Day 5 or later tests negative. • If unable to test or choosing not to test, and symptoms are not present, quarantine can end after day 10. • Comply with CDPH masking guidance (i.e., universal masking and, in some cases, where surgical masks or higher filtration respirators may be required). • Strongly encouraged to get vaccinated or boosted. • If symptoms develop, stay home and test as soon as possible; AND • If test result is positive, follow isolation recommendations above (Table 1).

Appendix B

2022 Sutter County Superintendent of Schools Special Education Department -- Safety Plan

Currently, there are 32 classrooms under the direction of Sutter County Staff. Each of these classrooms is placed on district campuses. It is the intent and practice that these classrooms follow the Safety Plans of the site where they are located. Owing to the unique needs of our Special education students, it is imperative that Sutter County Staff know the safety Plans and receives training in these plans. It is expected that County Special education students will participate in all emergency drills. The county staff is responsible for identifying the needs of their students and assisting their schools to meet these needs.

Students with Disabilities

For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief, and recovery, whether their disability is chronic or temporary. For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care, and other emergency response and recovery programs will, through professional development, collaboration meetings, and outreach programs including parents will:

- have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- know the special needs demographics of the students attending classes on site;
- involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- consider emergency accommodations for those with temporary disabilities;
- identify existing resources within the school and local community that meet the special needs of these students;
- develop new community partners and resources, as needed;
- inform parents about the efforts to keep their child safe at school;
- identify medical needs and make an appropriate plan;
- determine transportation needs, special vans and buses for students;
- identify any necessary tools such as personal response plans, evacuation equipment, or visual aids;

- Include local responders and establish a relationship with individual students with disabilities and their teachers.

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