

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, September 9, 2020 - 5:30 p.m.

Sutter County Superintendent of Schools Office

970 Klamath Lane – Board Room

Yuba City, CA 95993

Participation Available Via Teleconference

<https://zoom.us/j/93291491413>

Public Hearings

- *Learning Continuity and Attendance Plan – Feather River Academy*
- *Learning Continuity and Attendance Plan – Pathways Charter Academy*

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:

Ron Turner, President

June McJunkin, Vice President

Karm Bains, Member

Victoria Lachance, Member

Jim Richmond, Member

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**]

The minutes of the August 12, 2020, regular meeting of the Sutter County Board of Education are presented for approval.

6.0 Public Hearing – Learning Continuity and Attendance Plan – Feather River Academy - Brian Gault

The Purpose of the Public Hearing is to inform the public regarding the SCSOS Learning Continuity and Attendance Plan for Feather River Academy.

On June 29, 2020, Governor Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020–21 Local Control and Accountability Plan (LCAP) and Annual Update with a Learning Continuity and Attendance Plan (Learning Continuity and Attendance Plan).

7.0 Public Hearing – Learning Continuity and Attendance Plan – Pathways Charter Academy – Joe Hendrix

The Purpose of the Public Hearing is to inform the public regarding the SCSOS Learning Continuity and Attendance Plan for Pathways Charter Academy.

On June 29, 2020, Governor Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020–21 Local Control and Accountability Plan (LCAP) and Annual Update with a Learning Continuity and Attendance Plan (Learning Continuity and Attendance Plan).

8.0 AeroSTEM Annual Update – Kathy Smith

AeroSTEM Academy is an independent public charter school authorized under the Sutter County Board of Education. Each year, AeroSTEM prepares a presentation to update the Board on activities, projects, and progress made by the charter school.

9.0 Con App Spring Release - Nic Hoogeveen – **[Action Item]**

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program

10.0 Business Services Report

10.1 Monthly Financial Report – August 2020 – Nic Hoogeveen

10.2 Investment Report – July 2020 - Ron Sherrod

11.0 First Reading – Board Bylaw – Tom Reusser

The following Board Bylaw is being presented for a first reading:

BB 9270 – Conflict of Interest

12.0 Items from the Superintendent/Board

13.0 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 August 12, 2020, Regular Board Meeting

BOARD MEETING DATE: September 9, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Maggie Nicoletti

Reports/Presentation

SUBMITTED BY:

Information

Superintendent Tom Reusser

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The minutes of the regular meeting of the Sutter County Board of Education held August 12, 2020, are presented for approval.

5.2 The minutes of the June 29, 2020 special meeting of the Sutter County Board of Education are presented for approval.

A motion was made to approve the minutes of the June 29, 2020 special meeting of the Sutter County Board of Education.

Motion: Jim Richmond *Seconded:* Victoria Lachance

Action: Motion Carried

Ayes: 4 (Lachance, Richmond, Bains and McJunkin)

Noes: 0

Absent: 1 (Turner) *Abstain:* 0

5.3 The minutes of the July 8, 2020 regular meeting of the Sutter County Board of Education are presented for approval.

A motion was made to approve the minutes of the July 8, 2020 regular meeting of the Sutter County Board of Education.

Motion: Victoria Lachance *Seconded:* Karm Bains

Action: Motion Carried

Ayes: 4 (Lachance, Richmond, Bains and McJunkin)

Noes: 0

Absent: 1 (Turner) *Abstain:* 0

5.4 The minutes of the July 23, 2020 special meeting of the Sutter County Board of Education are presented for approval.

A motion was made to approve the minutes of the July 23, 2020 special meeting of the Sutter County Board of Education.

Motion: Karm Bains *Seconded:* Jim Richmond

Action: Motion Carried

Ayes: 4 (Lachance, Richmond, Bains and McJunkin)

Noes: 0

Absent: 1 (Turner) *Abstain:* 0

6.0 Adding Additional Board Meetings in September 2020 and December 2020

Additional Board Meetings need to be held to allow Public Hearings for the Learning Continuity and Attendance Plan (LCAP) and Budget overview in September and December.

A motion was made to add September 23, 2020, 5:30 p.m. and December 2, 2020, 5:30 p.m., both in the SCSOS Board Room, as the dates and times of the additional Board Meetings.

Motion: Jim Richmond *Seconded:* Karm Bains
Action: Motion Carried
Ayes: 4 (Lachance, Richmond, Bains and McJunkin)
Noes: 0
Absent: 1 (Turner) *Abstain:* 0

7.0 Approval of Annual Declaration of Need for Fully Qualified Educators (2020-2021)

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

A motion was made to approve the Annual Declaration of Need for Fully Qualified Educators for 2020-2021.

Motion: Karm Bains *Seconded:* Jim Richmond
Action: Motion Carried
Ayes: 4 (Lachance, Richmond, Bains and McJunkin)
Noes: 0
Absent: 1 (Turner) *Abstain:* 0

8.0 Quarterly Report on Williams/Uniforms Complaints (April 1, 2020 – June 30, 2020)

Brian shared the Quarterly Report on Williams Uniform Complaints for April 1, 2020 to June 30, 2020, pursuant to Education Code §35186. No reports were received within Sutter County during the last quarter.

9.0 Learning Continuity and Attendance Plan

Brian reviewed the Learning Continuity and Attendance PowerPoint Presentation with the Board and stated the reason for this presentation. This is really a COVID response plan. Things are dynamic and flexible and this plan is dynamic and flexible as well. Tom asked if we had to monitor our progress/success and Brian replied yes we do. This plan basically states how we are going to mitigate the learning loss due COVID-19. This money is one time funds and is coming from the Federal CARES Act. John reviewed the plan for Feather River Academy (FRA); Joe reviewed the plan for Pathways Charter Academy (PCA) and Bill reviewed the plan for Special Education. The PowerPoint Packet was given to the Board and Brian stated that it is lengthy; however, it provides a lot of information and is very comprehensive. Each department reviewed the Learning Loss Mitigation Funds actions and expenditures with the Board. Brian reported ROP and CTE are integrated in with the high schools. Bill stated that this was the first day of school for Special Education. Questions and input were received from the Board and the public. The public will be able to access a link to the PowerPoint on the SCSOS website and will be able to give input and ask questions.

10.0 Business Services Report

10.1 Nic reviewed the July 2020 monthly Financial Report with the Board for the period of July 1 – July 15, 2020. Typically there are no updates during the first two weeks after budget approval; however, this has not been a typical year. Someone participating via zoom (no name given) asked how many staff members have been laid off. Layoffs have occurred where there have been program reductions; however, due to the funding being restored, there have been no other layoffs with the exception of Shady Creek due to no students. Custodians at Shady Creek and food service workers are prohibited by the governor for layoffs. Another person participating via zoom (no name given) asked if there had been a drop in enrollment for the county; per Ron today is the first day of school so we do not know. All schools in the county did not start today; they will start next week.

10.2 Ron reviewed the June 2020 Investment Statement with the Board. He stated that the yield interest rate is 1.6 % and the actual is 1.75%.

10.3 Ron reported on Surplus Curriculum – it is very old Special Ed curriculum. Special Ed is in the process of adopting new curriculum. This is phase one, and there will be more to come.

11.0 Forty-five Day Budget Revision

Nic presented the Budget revision as required in Education Code 42127(h). He stated the big difference is the Learning Loss Mitigation Funds. He reviewed the revision, which was included in the Board Packet, with the Board.

12.0 Appointment of Supervisors of Attendance

Brian stated this was brought to the Board last year and this is an annual requirement, depending on ADA. Information for Live Oak Unified School District will be provided at an upcoming Board Meeting.

Motion made to reappoint Virginia Burns as the Supervisor of Attendance for Sutter County Superintendent of Schools and Jennifer Cates be certified as the Supervisor of Attendance for Yuba City Unified School District and Chrissy Jolly be certified as the Supervisor of Attendance for Twin Rivers Charter School.

Motion: Jim Richmond

Seconded: Karm Bains

Action: Motion Carried

Ayes: 4 (Lachance, Richmond, Bains and McJunkin)

Noes: 0

Absent: 1 (Turner)

Abstain: 0

13.0 Bid Opening - Sale of Surplus Property

Vice President McJunkin called for an opening statement from Ron prior to opening the sealed bids that were received. Vice President McJunkin asked for public comments; no public comments were made. We received two bids; Vice President McJunkin opened the

Joint Unified School District, we are offering a dental assisting class and we will be offering a class in Sutter County for adults. CTE teachers are participating in professional development and being trained on distance learning.

June attended the county wide “walk through” ceremony held at the county office on August 10th.

Jim asked if our food trucks were participating in the food truck battle. Tom said we are planning on participating in the future and right now everything is good to go.

Jim asked about the manufacturing trailer. Tom responded there is no training this time with the welding program due to COVID-19. We are partnered with Yuba College and we are a testing center.

15.0 Adjournment

A motion was made to adjourn the meeting at 7:17 p.m.

Motion: Jim Richmond

Seconded: Karm Bains

Action: Motion Carried

Ayes: 4 (Lachance, Richmond, Bains and McJunkin)

Noes: 0

Absent: 1 (Turner)

Abstain: 0

Agenda Item No. 6.0

BOARD AGENDA ITEM: Public Hearing- Learning Continuity and Attendance Plan –
Feather River Academy

BOARD MEETING DATE: September 9, 2020

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Collaborative Effort

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

A Public Hearing for the Learning Continuity and Attendance Plan will begin at 5:30 p.m.

Comments from the public will be received at this time.



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

NOTICE OF PUBLIC HEARINGS

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

Date: Wednesday, September 9, 2020

Time: 5:30 p.m.

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

PUBLIC HEARING: Learning Continuity and Attendance Plan – Feather River Academy

The Purpose of the Public Hearing is to inform the public regarding the SCSOS Learning Continuity and Attendance Plan.

On June 29, 2020, Governor Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020–21 Local Control and Accountability Plan (LCAP) and Annual Update with a Learning Continuity and Attendance Plan (Learning Continuity and Attendance Plan). The bill requires the Learning Continuity and Attendance Plan to include specified information about the instruction and support the local educational agency (LEA) will provide to pupils in the 2020–21 school year as a result of the uncertainty caused by COVID-19 and potential school closures. SB 98 supersedes the requirement to develop and adopt a Local Control and Accountability Plan by December 15, 2020 established by Executive Order N-56-20.

Copies will be available for inspection 72 hours prior to the meeting, during regular business hours, at the Sutter County Superintendent of School Office, 970 Klamath Lane, Yuba City, CA 95993.

FOR ADDITIONAL INFORMATION CONTACT:
Sutter County Superintendent of Schools
(530)822-2900

Posted on: September 1, 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Tom Reusser	530-822-2931

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Sutter County schools shut down in-person instruction on March 17, 2020. While parents and community members have expressed their appreciation for the frequency of communication and the efforts made to provide meaningful instruction through the end of the 19-20 school year, it is common knowledge that instructional delivery, connectedness and student engagement was less than ideal. Learning loss and social emotional issues are a reality we will need to address as we plan for 20-21. Many parents have shared that they had a difficult time getting their children to engage in distance learning and for those who did engage, many parents were frustrated as they tried to answer questions and support their children to complete challenging assignments.

Stakeholders and educational experts agree that certain populations including homeless, foster, English learners and special education students may have struggled with the distance learning model and may experience learning loss even more than others.

Local educators and the broader community have clearly expressed the desire to return to in-person instruction as soon as it is deemed safe for students, staff and community. It is also evident that it may be necessary to transition between Distance Learning, Hybrid and Tradition models multiple times during the school year. It is worth noting that for the summer Extended School Year for 19-20, a record number of students did voluntarily enroll in the program.

Sutter County Superintendent of Schools programs serve expelled youth, students referred by probation, students referred by the Student Attendance Review Board and Special Education students requiring specific IEP services that require a more restrictive environment than a traditional school setting can offer. The COVID closures have magnified the diverse needs these groups require. All in-person and distance learning plans keep the needs of these unique groups in mind first and foremost as this is the population we serve.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

School staff began purposely engaging with stakeholders soon after the March 17 closure to in person instruction. Individual phone calls and home visits have proven to be the most effective and informative way to solicit input. Programs operated by SCSOS are small and intimate by

nature. This allows for regular, person to person, communication between school staff and families. School staff made extensive efforts and were successful in contacting nearly every family multiple times through the Spring 19-20 semester and as we have prepared for fall 20-21. Bilingual staff are used to communicate with our Spanish and Punjabi speaking families.

In addition to personal phone calls, parent surveys, more formal parent/teacher conferences, and emails were frequently used to gain feedback from parents and students. Translators are always used to ensure that all messages are delivered in native language.

Feedback from certificated and classified bargaining groups was solicited through informal discussion, agendized staff meetings and formal negotiations.

The school districts in Sutter County are also significant stakeholder groups. County superintendents began meeting daily via zoom in March in order to collaborate and share resources. Meetings moved to three days per week for a period of time and then as we transitioned to Summer and Fall the meetings continue one day per week. Participation has remained strong and information sharing has been valued. Site administrators and teachers also communicated frequently and gathered input from school district staff, students and families.

The Operations Written Report was approved by the Board on June 24, 2020 and posted to the SCSOS website soon after.

The certificated bargaining unit met on July 24, 28, 31 and on August 3, 6 to discuss instructional offerings and develop MOUs for Distance Learning.

A Parent Advisory Committee (PAC) meeting was held September 3 to gain formal input on the proposed actions and expenditures in the first draft of the Learning Continuity Attendance Plan. A second Parent Advisory Committee meeting is planned for September 17 to present the plan with revisions based on input from the September 3 PAC and the September 9 public hearing.

Weekly staff meetings with distance learning, student engagement, social and emotional well being of students and staff as a standing agenda item took place in March-June and August-September.

Multiple meetings (7/15, 7/28, 8/11, 9/3) were held with a variety of SCSOS departments (Business, SELPA, SpEd, ROP/CTE, CIA, SSO) represented to solicit input, collaborate on actions and expenditures and draft the Learning Continuity Plan.

Distance Learning/Hybrid Learning Plans and proposed LCP actions and expenditures were presented for public input at the August 18 board meeting. Opportunity for input was advertised on our webpage, including a Zoom link for remote participation. Translators are available upon request.

Proposed instructional plans and LCAP actions and expenditures were published to the SCSOS website and Facebook with a link soliciting written input.

A Public Hearing of the draft Learning Continuity and Attendance Plan was held at the September 9, 2020 board meeting.

The Learning Continuity and Attendance Plan was presented for adoption at the September 23, 2020 board meeting.

[A description of the options provided for remote participation in public meetings and public hearings.]

All public meetings, including Parent Advisory Committee and Board Meetings, were advertised a minimum of 72 hours before the meeting and participation was made available through Zoom which has a teleconferencing option. Translation services were provided as requested.

SCSOS provides three distinct programs that serve unique populations and have a unique set of stakeholders. While there are many commonalities to the feedback, the uniqueness and program specific feedback led us to keep the feedback separate.

Bargaining Unit

Safety first, choice of work from home or classroom during distance learning, cleaning and health protocols, and adequate technology for distance learning instruction were identified priorities.

Parents and Students

SPED - Parents were happy with the extent of contact and intervention by teachers. However, they really wanted their children to return to in-person instruction even if it only by appointment and for IEP services. The unique needs of students with special needs really requires social interaction and instruction. This was the part that a lot of parents reported missing out on due to the current pandemic. Families were very happy with how quickly SCSOS Special Education got work home to students. Due to the intensive nature of our students, they struggle with technology access and require hand over hand instruction which has put added pressure on parents.

FRA - Feather River Academy parents and students appreciated the frequency of communication from teachers and other staff. In these communications, parents expressed concern over the struggles to support their students when the students themselves lacked motivation during spring 2020. Many parents described that students felt more connected and motivated when they were in school as opposed to distance learning. Barriers also included many parents inability to understand the technology and curriculum in order to support student's work production. Staff input and support has been very important as we move forward with the distance learning model. Parents asked if there were ways that the students and parents could meet staff for extra support if warranted.

CTE/ROP - Parents and Students of the CTE/ROP programs appreciated the attempts to deliver online learning during the COVID Pandemic. Stakeholders shared barriers to instruction which included: lack of a consistent instructional delivery platform; lack of resources at home (laptops, connectivity CTE instructional materials, supplies and equipment); Most stakeholders (nearly 95% surveyed) preferred in-person instruction for CTE programs as long as instruction was provided in a "safe" environment

Community

SPED - Family Soup (community advocate organization) provided parent survey data including the need for increased communication between families and school staff with a focus on Spanish and Punjabi speaking families.

Staff

SPED - collaboration and input indicated a need to focus extra services on our most at risk populations; English learners, foster youth, homeless youth, and special education. Our staff acknowledged the difficulty of access for our students and provided as much support as they could to our families. Again, our students need the hand over hand instruction which simply cannot be done via the distance learning model.

FRA - Staff was very involved in the design of the distance learning plan. Staff echoed the parents sentiment that students were having a hard time engaging when the closures happened in the spring 2020. Staff met weekly from March through the end of June to work on how to reach students. Staff shared frustrations that students do better with on-person instruction. During the closure, many students have stated to

staff that they can't or didn't want to participate in school activities. This was evident in the lack of active engagement in classes. Staff engaged with outside agencies as well as the Student Support and Outreach department to reach our higher risk students such as our homeless youth and foster youth with more frequent outreach and more resources.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

All Programs

Development and approval of the Operations Written Report provided a solid foundation for the Learning Continuity and Attendance Plan. Stakeholder input was informative during the writing of the plan and feedback on the content of the COVID Operations Report was useful in planning for the 2020-21 school year.

The most common and primary need identified by stakeholders in all programs was the need to ensure connectivity for all students. Based on that message SCSOS purchased and distributed additional devices and hotspots. Staff will continue to make frequent contact to ensure connectivity is maintained and will provide resources if there is a change in circumstances in the home.

Another need identified from multiple stakeholder groups was the need for proactive engagement strategies and school support for addressing students resisting engagement. Based on this feedback, multiple departments and community partners developed tiered reengagement strategies and school staff began work to develop school connectivity activities and incentive programs. Plans include increasing staffing to support engagement including instructional aides and/or increasing the hours of existing staff (probation, counseling, teachers).

Based on the feedback that students and parents were struggling with technology issues, tech support lines and virtual office hours are being provided to support students and parents during distance learning.

In response to parents' concern with learning loss and students' frustration with the independent completion of assigned work, we are piloting Edgenuity curriculum with the My Path component. This online curriculum provides individualized learning paths with targeted, data-driven, and engaging independent study friendly instruction. Since the curriculum is new to our staff, professional development will also be provided for staff on curriculum implementation. A tutor will be hired to provide additional support to foster youth, homeless youth, and other students identified with learning loss and/or who are struggling to complete work.

Based on feedback from teachers and parents that indicated an increased demand for mental health, we will explore increasing support from community partners such as Probation, Mental Health, Child Welfare, and Yuba City Police Department to develop resources and to monitor and intervene on social emotional topics and issues. Kelvin was purchased and will be used to administer confidential "Pulse Surveys" to add additional monitoring and intervention capabilities. Professional development is also being provided for staff on Positive Behavior Intervention Support.

Ensuring the health and safety of our students and staff was identified as a priority by all stakeholders. CDPH guidance was used to establish protocols and purchase PPE supplies to maximize safety during in person contact.

Specific to our Special Education Programs

Ongoing collaboration with Family Soup will be used to identify family and student needs according to family perspectives. The need for additional parent training specific to target the areas of student/child behavior, social/emotional and distance learning. Beginning September 2020, Family Soup and SpEd will hold a weekly parent support and training group.

Family Soup provided parent survey data including the need for increased communication between families and school staff with a focus on Spanish and Punjabi speaking families. In response, interpreter services were increased.

Specific to Feather River Academy

Feather River Academy moved to an online curriculum to ensure continuity between distance, hybrid, and traditional instructional models and includes more embedded support for “independent” work completion.

Frequent parent communication, including individual phone calls, emails, School Messenger, and home visits to all families will continue in order to gather current information and gain insight as full distance learning proceeds. This will include questions concerning student engagement, technology needs (needed devices and internet service), nutritional needs, and family support.

Professional development is being provided for staff including curriculum implementation, PBIS Tier I training through both an in school and distance learning lens, PLC training, and specific distance learning techniques/tools such as Google classroom and Zoom training.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Feather River Academy- 2020/21 [Instructional Model Road Map](#)

Hybrid Schedule

In order to provide a safe and high quality instructional program for our families, FRA has developed the following hybrid program for our first stage of returning to in-school instruction. To minimize the number of students on campus at one time and maintain stable cohorts of students, an A/B schedule will be employed. Each group will attend school for 3 hours per day for in-person instruction in ELA, Math, ELD and intervention then be assigned a minimum of one hour of work to complete at home to meet their instructional requirements and student needs.

Group A Schedule:

Attend school from 8:30 am - 11:30 pm

Teachers will rotate on the hour from class to class. Students will remain in the same classroom.

Breaks will be facilitated and coordinated to ensure that cohorts of students do not intermingle.

At 11:30 am students will get their lunch and will be instructed to eat in a specific area socially distanced from Group B and then promptly leave campus. There will be no inter-mingling between group A and group B.

Cleaning Between Cohorts

At 11:30, custodial staff as well as FRA staff will come into all classrooms and common areas and will sanitize the rooms to prepare for group B. Teachers will be on a duty free lunch during this time.

Group B Schedule:

At 11:30 students will get their lunch and will be instructed to eat in a specific area socially distanced from Group A and then promptly go to class. There will be no mingling between group A and B.

Attend school from 12:00 pm - 3:00 pm

If permissible at the time of reopening, teachers will rotate on the hour from class to class to provide subject specific instruction. Students will remain in the same classroom.

Breaks will be facilitated and coordinated to ensure that cohorts of students do not intermingle.

MTSS Considerations

An SEL (Social-Emotional Learning) Support team also coordinates with outside agencies when needed to provide social and emotional support. FRA staff will use a referral process that identifies students showing signs of need and/or who are struggling to engage in school activities, home life, or by parent request. FRA and SSO staff will work together to identify needs and then target resources for those students.

Health and Safety Considerations

To maintain an appropriate level of health and safety, a plan has been developed at FRA that includes the following:

- Sanitation plan to occur before school, between A/B groups, and after school. This includes cleaning and sanitizing each classroom, common areas and restrooms.
- Social distancing considerations
- Wearing of masks
- Temperature check stations when students, staff and parents arrive.
- Students will stay with their assigned group and teachers will move from room to room.
- A clean room for parent conferences will be established and cleaned between appointments.
- Identify a space when a student exhibits symptoms where they can wait for parents to pick up.
- Classrooms, common areas, restrooms, and office areas will have hand sanitizer and disinfectants for frequent use.

Within the first five days of school, staff will administer the STAR Math and ELA assessments to identify a baseline of where students are academically. Additionally, staff will continually assess learning loss utilizing content specific assessments and monitoring usage reports in the online curriculum (Edgenuity) to assess students and identify needs, areas of growth, and to plan instruction. STAR assessment data is imported into Edgenuity MyPath which generates a learning path focusing on the concepts the student is equipped to learn. Age-appropriate instruction via direct-instruction videos and prescriptive practice is designed to fill holes, strengthen foundational skill and mitigate learning loss. Detailed and dynamic reports on student progress in real time, so teachers can instantly identify topics students are struggling with and provide immediate in-person support.

Assessment data will be used to create Individual Learning Plans (ILPs) where significant learning loss is identified. Interventions assigned through the ILP include individual tutoring during or after school hours, targeted intervention with teachers built into the weekly schedule in addition to services provided after school hours or assignment to learning labs staffed with instructional aides during school hours.

The STAR assessments will occur at least quarterly or more if the teacher chooses. Assessments are embedded in Edgenuity including unit pretests, lesson quizzes and end of unit exams. Data from these ongoing assessments will allow for monitoring the effectiveness of the supports.

When students are allowed on campus for in person instruction, transportation and attendance outreach is provided to students with exceptional needs. FRA leases a van and employs an Attendance Outreach Coordinator to provide this resource. Arrangements for transportation to and from school are made with some students/families preferring that a bus pass is provided while others prefer direct transportation in the school van. Home visits are conducted when students develop a pattern of absence.

Special Education and CTE/ROP

Classrooms are hosted on school district sites across Sutter County and therefore mirror, to the degree possible, the instructional schedules, models and safety protocol as the hosting school sites. It is imperative that we work with our stakeholder districts in this area to ensure continuity across the SELPA for our Special Education students.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	\$51,500	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF or Title I ½	\$6,000	Y
Purchase 1 year subscription of on-line curriculum (Edgenuity) to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- LLMF	\$23,500	N
Purchase incentives, Boom Cards, PEC's, home activities, task boxes, and consumables (SPED)	\$31,000	N
Student Attendance and Outreach Coordinator	\$80,322	Y
Van lease, mileage, bus passes	\$8,300	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Feather River Academy

In order to ensure continuity of learning while transitioning between in-person and distance learning, Edgenuity curriculum is used for in-person, hybrid and distance learning to ensure continuity through the transition between various educational settings.

Distance learning expectations/norms will be provided and clearly communicated during orientation appointments to include:

- Students will engage daily with teachers and staff through Zoom meetings. Subject specific synchronous meetings are scheduled at multiple times per day with each teacher. Synchronous and asynchronous participation will be documented daily by teachers.
- Student engagement in the Edgenuity online learning program is required and tracked for each course assigned.
- Instructional aides and teacher office hours will be available for extra support.
- Students will complete work in a timely manner as assigned.
- Students will complete assessments from home.

In order to keep parents informed on how their students are performing in school and to keep a high level of student and parent engagement, parents will be notified frequently on student progress and participation. Staff will communicate as needed including positive communication to parents. In the event a student is not engaged in distance learning, the Tiered Re Engagement Plan will be followed in order to remove barriers and increase attendance and engagement.

In order to provide a quality program for our families, FRA has developed a comprehensive distance learning schedule and system of support. Students have been assigned a daily morning meeting with an Advisory Teacher. The primary purpose of Advisory being social emotional monitoring, school culture building activities and logistics/scheduling. Students will transition from Advisory to virtually attend three scheduled classes each day. Students will be assigned to the appropriate teacher based on course enrollment. Distance learning curriculum will be provided and managed through the online Edgenuity Courseware platform. Students will be given logins to access the curriculum and personalized courses. Daily live interaction/instruction to support appropriate progress will take place through Zoom meetings. All technology will be provided as needed. This includes chromebooks and hotspots. New teacher laptops were purchased to facilitate Distance Learning.

When school begins, teachers will administer the STAR Math and ELA assessments to identify academic needs. Additionally, staff will assign benchmark assessments in Edgenuity to assess students and identify needs, growth and to plan instruction.

The STAR assessments will occur at least quarterly in order to monitor growth. Other assessments in Edgenuity or teacher generated assessments will also be used to track student growth. Data from these assessments will identify strengths and weaknesses in student

knowledge. Use of assessment data will be used to create the student Individual Learning Plan to provide what the students need to help encourage academic growth.

Interventions will be planned by staff to provide the following supports:

The My Path program which is part of the Edgenuity platform uses the data from both the STAR and Edgenuity Placement exams to develop an appropriate, individualized, learning path.

Students identified with significant learning loss will be invited for small group in-person instruction. Tutoring and individual support will be assigned with instructional aides during school or with a teacher after normal school hours as needed.

CTE

Online/Blended instruction is necessary to ensure access to and the delivery of high quality CTE curriculum in a safe and equitable learning environment. Investments in CANVAS LMS and Portforlium will ensure: A. Access to high quality curriculum that serves multiple student populations/sites through a blended/online platform. B. Alignment with Yuba College CTE programs to ensure seamless transitions between programs. Curriculum serves FRA, PCA and districts in the Tri-County area.

SPED

[Distance Learning Plan](#)

Special education students will not return to in-person instruction until guidance from CDPH and CDE have declared it safe and allowable.

Special Education students will continue to access instruction identified in their IEP's as well as a variety of modified methods as measured by successful completion of goals and objectives set forth in their IEP's. Student and family activities will be designed around instructional objectives with materials provide to families, i.e.: incentives, Boom Cards, PEC's, home activities, task boxes, and consumables.

Each special education student and family will have a defined and individualized service plan to bridge the gap between the IEP's and efforts of staff to ensure continuity of effort. There will also be a weekly check-in with each family to formalize the support to families at home on distance learning. A goal matrix will be created by the Teacher identifying IEP goals and activities that can be provided by families to support goals.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All families were contacted with a needs assessment survey to gather data on technology needs. These methods of contact include personal phone calls, emails, school messenger notifications and flyers mailed home.

Feather River Academy, CTE and Special Education provided chromebooks and hotspots to all students as needed. Devices are issued to each family with an opportunity for a 1-1 technology and distance learning orientation within the first week of school.

Parents will be responsible for any devices that are checked out to them. Kajeet hotspots are monitored by the admin for data usage. Alerts are sent to the admin if there is no or low data usage which will initiate a phone call from the admin notifying parents to support students engaging in distance learning.

Laptops were purchased for staff to improve their ability to provide distance learning remotely.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Feather River Academy

The minimum instructional minute requirement for FRA students is 240 minutes per day. This requirement will be met or exceeded through a combination of synchronous instructional time and asynchronous work completion.

Student engagement and attendance will be documented and monitored using Aeries and Weekly Engagement Logs. Participation and production in synchronous sessions and completion of asynchronous assignments will be closely monitored as an early warning system to identify students who need support to engage meaningfully.

Certificated teachers will assign lessons and certify time value of both synchronous and asynchronous assignments

Daily participation in synchronous (ZOOM) sessions for the purpose of instruction and maintaining school connectedness is required and will be recorded in the SIS and Weekly Engagement Logs.

Completion of time valued asynchronous work will be recorded using the Weekly Engagement Log.

Students will be required to engage in assigned online Edgenuity courses according to individual pacing/timelines established. Edgenuity learning platform provides several useful reports that will be used to monitor student success and intervene when needed.

CTE

In order to implement accountability and quantify student learning outcomes, CANVAS will be used to track student attendance in online synchronous and asynchronous instructional settings. CANVAS will also use *Blue Button* for Zoom type delivery and be used as a single sign-on platform to track all online student activity. The Portfolium program uses a digital badging platform to showcase student work and issue digital badges for competency mastery. In addition, staff will develop and implement outreach plans, new instructional materials and delivery methods that mitigate lost instruction time.

Special Education

Special education teachers will make daily contact with each student and family, this constitutes attendance for that assigned student. Participation will be logged daily. Students or parents who do not respond to the teacher after three days will be considered truant and will receive a visit from Sped staff or a truant officer at their home. Tiered re-engagement strategies will be implemented by teachers and Administration to reinforce attendance/participation.

Student incentives will be attempted first but a lack of participation or refusal of parental support will initiate a parent meeting at the County office in a "Clean Room" to address next steps.

Students and families are provided a weekly distance learning plan which includes both asynchronous and synchronous assignments that meet the student's individual needs. Teachers provide daily zoom instruction and provide alternative forms of communication dependent on

need. Students will continue to work on IEP goals with support from both the educational staff and the family. Progress monitoring on goals will continue with current data to show growth or lack of. Students asynchronous work is returned to the Teacher on a weekly basis to ensure that students are actively engaging. Due to the unique needs of our students, a great deal of communication occurs between the Teacher and parent to assist students in accessing the appropriate lessons. A great deal of our Special Education program is aimed at functional academics and skills including community based instruction. Teachers are working with families on their daily activities to ensure that these opportunities involve additional teaching.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Feather River Academy

Teachers and staff will receive multiple trainings throughout the 20-21 school year to be able to transition between in-person and distance learning.

Edgenuity delivers professional personalized learning sessions to support teachers in meeting the needs of every student. Training covers core curriculum, credit recovery courses, intervention programs, and supplemental instruction that can be used in blended and online learning implementations to ensure students and teachers have access to engaging resources that propel success and meet students' diverse learning needs. Training in the use of real-time data with teacher-led instruction makes it possible to personalize learning for every student.

Over the summer, teachers participated in the "Mind the Gaps Institute" in order to prepare to mitigate learning loss. This two day virtual training was designed by Solution Tree to help teachers support students more effectively during distance learning.

Professional development is planned to support the PBIS (Positive Behavior Interventions and Supports) program to build positive culture and to encourage engagement especially while students are engaged in distance learning. The first session was conducted on August 3, 2020 with 11 additional sessions of training and coaching scheduled throughout the year.

PLC (Professional Learning Community) training with a focus on collaboration to improve instructional delivery and intervention protocols during distance and hybrid learning is planned. The first session is August 26, 2020 with follow-up sessions scheduled throughout the 2020-2021 school year.

Sutter County Superintendent of Schools Curriculum and Instruction Coordinators provided a series of trainings on Google Classroom in the Spring 2020. Follow up sessions to support engagement via Google Classroom, Google Meets and Zoom are being scheduled during the summer and Fall semester.

Trauma Informed Practices training will be provided by SSO to all FRA staff.

CTE

Initial and ongoing PD is scheduled to ensure effective and efficient delivery of instruction and support systems of CANVAS, and Portfolium.

SPED

Professional Development will be given to staff on new curriculum such as Wonder Works, Star, Handwriting Without Tears, Touch Math, and Unique. Topics of distance learning, equity, synchronous and asynchronous instruction, and maintaining relationships during stressful times will be given. Staff will continue to receive support in the “Nurtured Heart Approach.”

Preservice [Professional Development Days on 6/6 and 6/7](#) included sessions specific to facilitating learning via distance learning and incorporated distance learning considerations in all sessions.

Curriculum, Instruction, and Accountability

Professional Development will ensure teachers are prepared to teach and engage students through a new platform of teaching and learning. Therefor professional development around distance learning strategies and engagement will be provided county wide

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers will be expected to provide instruction through an online curriculum platform. They will be required to learn engagement strategies for virtual instruction. For online curriculum, the teacher role changes significantly. In many cases they are not providing the high quality first instruction, rather they are monitoring student progress and success with the online curriculum/instruction and intervening with individual students or groups as indicated by program data and personal check-ins in the mannar of a flipped classroom. They will be required to keep engagement records which differ from typical daily participation points. They will have the responsibility to educate students about health protocols and to ensure that safety procedures and hygiene procedures are followed. They may be responsible for some sanitation. Teachers may be required to transition between teaching from classroom to home in a fluid manner.

In addition to their normal duties, our staff has shown flexibility and willingness to take on the roles of technology support, social worker and social and emotional support provider during the Covid-19 pandemic.

Staff is frequently surveyed to provide input on the decisions concerning roles and responsibilities. All staff will be part of ensuring policies created for distance learning and hybrid learning models are appropriate and what is best for kids. Instructional aides, outreach coordinator, probation officer and other classified staff will be providing extra support for lunch duty and supervision for in-school learning models. FRA will partner with the SSO department to provide MTSS support for students and families. FRA staff communicates immediately when student or family concerns arise.

Expectations for staff have been established and are set forth in MOU’S with CSEA and CTA identified specifically for Distance Learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Feather River Academy staff, Student Support and Outreach staff, and Attendance Recovery officers will be utilized to ensure connection, provide increased contact and frequent communication with our students with unique needs.

Following [CDPH permission and guidelines](#), students with unique needs (Foster, Homeless, English Learner and identified Low Income) will be brought on campus for in person small group instruction, support, and intervention.

English learners will receive integrated language instruction through the Edgenuity platform through the following methods:

- Active Reading
- On-screen translation
- Vocabulary development
- Close reading
- Lesson Support
- E-writing scaffolded writing supports

Designated ELD- will occur during small blocks of time scheduled and embedded into each core class period. Assigned students will receive instruction and support related to academic vocabulary, listening/speaking and reading/writing. Instructional aides will be assigned to check in with ELs and provide support on a daily basis.

All students with special needs will be provided additional targeted support based on academic assessments, parent surveys and student articulated needs. Academic assessments will include benchmark, formative and summative assessments through STAR, Edgenuity or teacher created assessments. For students with special needs, these assessments will be provided at a higher frequency.

All students with IEPs will receive the supports, accommodations and modifications described in the IEP. Support for pupils with unique needs are identified in each student's IEP with mandated timelines and accountability. Special Education who continue to struggle with distance learning will have additional contact from the special education teacher and/or paraprofessional. These contacts will be virtual as well as 1 on 1 when allowed. In cases where services can not be provided due to distance learning the IEP team will consider if the loss can be recouped through "Compensatory Services" as outlined and identified in the IEP.

FRA staff will work with social workers, Student Support and Outreach counselors and outreach specialists to coordinate services for students in foster and homeless programs or who are socioeconomically disadvantaged. Teachers may schedule 1 on 1 meetings when allowable and tutors will be assigned to provide a minimum of weekly additional support for each student. Tutors and instructional aides may be invited to join synchronous instruction in order to provide support in break-out rooms. All school staff will provide additional support to families by offering opportunities for training in the use of educational technology and curriculum. Bilingual staff will provide support for non English speaking families.

ROP/CTE offerings will be made available to all students with unique needs to increase engagement and relevance for school.

During COVID closures and distance learning, it was incredibly difficult to maintain proper identification of foster youth to offer and provide necessary resources and support, Foster Focus will be adopted to increase continuity of support and services provided by Foster Youth

Service Coordinating Program. Because there were a handful of homeless families that had a difficult time resolving connectivity for distance learning, 5 Kajeet / Data Plans will be purchased to increase continuity of distance learning for our homeless families.

Social Worker and Resource (Foster) Parent feedback has been consistent with needing additional support for distance learning for this student group that already suffers from significant learning loss. Tutoring for Homeless and Foster Youth during distance learning with social distancing protocols will support Foster families.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase 30 New Chromebooks (30 FRA) LLMF	\$9,000	Y
20 Kajeet / Data Plans for May - October (FRA) LLMF \$6000 Subscription for November - June LLMF or LCFF \$4800	\$10,800	Y
STAR Renaissance Math and ELA Assessment Subscription LCFF	\$2,500	N
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Y
Purchase of on-line curriculum to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- see <i>Actions Related to In-Person Instructional Offerings - LLMF</i>	Duplicate	N
Purchase new teacher laptops to provide better in-person and virtual instruction - technology requirements are required for successful implementation- see <i>Actions Related to In-Person Instructional Offerings- LLMF</i>	\$6,000	N
<i>Mind the Gaps</i> and PLC training for staff to increase effectiveness of collaborative planning for instruction and intervention- see <i>Actions Related to In-Person Instructional Offerings CSI</i>	\$13,100	N
<i>PBIS training to build positive culture to help motivate students to engage - student engagement, particularly concerning at-home instruction and engagement to be addressed.- see Actions Related to In-Person Instructional Offerings -CSI</i>	\$30,000	N
Additional ROP/CTE staff time was needed (March-May) to develop and implement outreach plans and new instructional materials and delivery methods that mitigated lost instruction time LLMF	\$18,000	N
SpEd- increased production of home task boxes and weekly student packets the demand on copy machines, laminators, document cameras and APPs has caused a backlog of work that can only be addressed by providing increased access to these equipment	\$19,000	N
Student Incentives for attendance, engagement and participation in after school intervention LCFF/Lottery	\$6,000	Y
Investments in CANVAS LMS and Portforlium 1200 users	\$85,000	N
Establishing a Foster Focus Licensing Agreement will increase identification of foster youth and establish a	\$1,500	Y

case management data system to ensure educational support of foster youth.		
5 Kajeet / Data Plans will be purchased to increase continuity of distance learning for our homeless families	\$1,555	Y
Tutors (Project Academic Student Success Assistants- PASS) for Homeless and Foster Youth with Resource families during distance learning with social distancing protocols will support Foster families.	\$15,000	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Feather River Academy

When students return to school, whether in distance learning or in-person, staff will administer several assessments to identify any learning loss in order to guide future instruction and intervention plans targeting individual student needs. Staff will administer both the STAR Math and STAR ELA assessments to establish a baseline at the beginning of the 2020-2021 school year. Staff will also use assessments built into the Edgenuity curriculum to identify, course specific, academic deficiencies. The STAR baseline data is integrated into Edgenuity MyPath intervention curriculum to create individualized learning paths addressing identified areas of deficit. MyPath provides robust tracking and monitoring reports that allow teachers to support students in progressing at the intended rate. The STAR assessments will be administered at least quarterly (more frequently for our students with unique needs) as an additional progress monitoring tool.

The most recent ELPAC assessment data will guide the designated ELD groupings and content/curriculum. Teachers will utilize MyPath and Designated ELD time which is built into each core subject in order to provide targeted support for language development based on the ELD standards integrated into core content curriculum. Individual or small group tutoring/intervention will be provided.

Special Education

Special Education Teachers have the skill of scaffolding instruction and continually assessing students and meeting their individual needs. Teachers will continue to do this to the best of their ability. Sped is using additional technology curriculum or intervention and resources to assist in learning loss. Teachers continually assist parents in the engagement piece which includes incentives to assist students in re-engaging into the distance learning program.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Feather River Academy

ESY/Summer School was provided in the June of 2020 in order to mitigate learning loss. The three weeks of increased instructional time allowed for targeted support for students identified to have learning loss or to be struggling with distance learning or online work production. Student enrollment in ESY for summer 2020 was greatly increased when compared to prior years. Staff reported a higher level of engagement and participation then in prior years.

Staff will provide the following support to all students with some resources reserved or prioritized for our students with unique needs. Interventions in place, designed specifically to address learning loss include:

- Individual or small group tutoring (Tutoring for all Foster, EL and Low Income provided weekly)
- After School Intervention classes taught by teachers
- Address mental wellness so that students can attend and access instruction. Social and Emotional supports are embedded in daily instruction as well as target for individuals or small groups
- Implement a robust Tiered Reengagement Plan to maximize attendance and participation in core instruction and intervention.

Students will be administered their benchmark assessments in STAR and Edgenuity within the first weeks of school starting in 20-21. English learners, low-income students, foster and homeless youth, and students with exceptional needs will be assigned an Instructional Aide to provide guidance and ensure smooth progress through Mypath, a targeted intervention program. Additionally, instructional aides and teachers will schedule tutoring to target academic areas of need. This will be scheduled during in-school learning, after the normal school hours or when available during distance learning. Mypath is a targeted intervention program that uses specific data to provide instruction and intervention. For students with unique needs including English learners, these assessments will be used monthly to provide additional monitoring and support.

In addition:

- Additional staff from Student Support and Outreach will provide MTSS supports as needed.
- Probation officer is on campus to ensure lines of communication and provide support to families and students when needed. The Probation Officer will also support student engagement strategies.
- Administrator, Probation Officer, and outreach staff will perform home visits when needed to engage with families.
- Facilitate SART meetings. (Student Attendance Review Team) with FRA staff, probation, parents and students to identify strategies for reengagement in school.
- Facilitate SARB meetings (Student Attendance Review Board) with the SART team as well as the SARB committee and outside community resources to identify resources and strategies to improve student engagement in school.

Special Education

Extended School Year for SPED was provided June 11th-July 9th in order to reduce skill regression and lack of skill recoupment.

Assessments and progress monitoring will be provided to assess students. IEP's will be held to identify areas of learning loss and goals will be created to support students in regaining learning loss. On going data will guide teachers in providing scaffold instruction in order to mitigate the learning loss.

Para Educators will be utilized to support instruction and to run small groups and run identified activities.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Feather River Academy

Edgenuity, MyPath and STAR all provide extensive data on student engagement and academic progress. This data is available to all teachers and administrators through the on-line curriculum for progress monitoring. Data will be used to monitor progress, continually identify needs and measure the effectiveness of prescribed interventions.

PLC and PBIS training will be provided to staff to support the use of data in guiding instruction and engagement strategies. This will allow specific data practice to be developed to ensure regular and systematic evaluation of data. When FRA students are able to return to in-person instruction, the whole team will use academic data collected from the STAR assessments, Edgenuity assessment and teacher created assessments to guide instruction. The PBIS team will use behavioral data gathered from Aeries records as well as SWIS (School-wide Information Systems) data to guide decisions affecting student behavior and learning.

Standard teacher grading as well as formative and summative assessments will be evaluated through the PLC process to monitor student success and adjust accordingly.

SPED

IEP progress monitoring will utilize data to inform goals and assess effectiveness of instruction. Teams will evaluate at each IEP the effectiveness of services and identify if they meet the current needs of each student.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer School was provided	\$5,720	Y
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Y
Refine diagnostic assessment the Present Levels of Strengths and Weaknesses model and process (PSW instruments \$20,000 and Updated Teacher Assessments instrument \$30,000 identified) will be used. (SPED)	\$50,000	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Feather River Academy

Feather River Academy collaborated with the Student Support and Outreach (SSO) Department and Sutter County Probation to develop and provide a comprehensive Multi-Tiered System of Support (MTSS) to promote and address the mental health and social-emotional well-being of the students, staff and families of Feather River Academy. Data to drive the implementation of the MTSS will be collected through intake interviews, Kelvin Pulse Surveys, and Student/ Family Check-ins via phone calls or home visits. These forms of data collection will provide us with data to drive and target mental health and social-emotional needs to address. The Social-emotional Learning (SEL) support team will include School Counselors, an SSO Specialist, and a School Resource Probation Officer (SRO). The role of the SRO is a non-punitive, restorative role that is an additional referral resource.

Feather River Academy (FRA) is a County Community School, all students at FRA are “at promise.” Most come with Tier 2 and 3 social and behavioral services written into their rehabilitation plan. Students are assigned to a counselor for case management. Upon enrollment, all students go through an intake process with the SEL Support Team to triage and identify needs and educational barriers. School Counselor staffing will be increased for the 2020-2021 school year and will include multiple school counselors with smaller caseloads. Additionally, FRA and SSO staff will work jointly to create a referral process to identify specific student needs and provide support in identified areas of immediate need.

Tier 1 Supports

Teachers will implement a daily screening via a check-in method using questions developed by the school counseling team to screen for signs and symptoms of social emotional needs during the Advisory period by teacher.

School Counselor and SSO Specialist will Implement WhyTry Curriculum to all students. WhyTry is an evidence-based SEL curriculum designed for students who have experienced trauma and other adversities.

Kelvin Pulse Surveys administered bi-weekly to students, parents and staff. Pulse surveys would allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will increase the identification of gaps of service as well as can quickly connect a person in need of social-emotional support with resources.

The mental health and social-emotional well-being was a large need communicated for students, parents and staff alike during Spring Semester 2020. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A Credentialed Counselor will compile relevant local community resources to support the social emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local collaborative partners in addition to supplementing with support groups for parents, staff and students as determined necessary through needs conducted assessments.

Tier 2 Supports

Student/ Family concerns that are identified in the Universal Screening process will be referred to the SEL Support team to identify and triage needs. Supports will include individual counseling, participation in a small counseling group or an evidence-based program. Groups will be developed and implemented based on data from Pulse surveys, screening measures and staff recommendation. Data from these measures will be compiled to identify the most urgent needs to be addressed for Tier 2 services.

Tier 3 Supports

If student SEL goals are still not met, the SEL Support team will collaboratively identify Tier 3 students and develop a support plan. The support plan may include increased individual counseling services, referral to outside resources including mental health referrals, and case management. Case management includes the “warm handoff” model to work with families to assist the student and families accessing programs and community resources. Student goals and progress will be assessed on a bi-weekly basis by the SEL team.

In order to prepare staff to identify trauma and other social emotional impacts of the COVID 19 environment and to support students mental health they will receive training including but not limited to:

- CASEL CARES: On-demand Webinar – Starting an Unprecedented School Year with SEL
- CASEL CARES: Strategies for Being Your Best Possible “Self” with Dr. Marc Brackett
- On-Demand Webinar: Tier 1 Social, Emotional and Behavioral Supports to Restart Learning During a Crisis
- Article: 8 Strategies for Building Belonging With Students and Families Virtually
- Podcast: Everyday SEL
- Managing Anxiety Around COVID-19 Tips for You and Your School Community
- On-Demand Webinar – Mindfulness Strategies for Adult and Student Wellness
- Boston Hospital – On-line training series to build capacity to address students’ social, emotional, and behavioral health needs.
<https://www.childrenshospital.org/taponline#>

The mental health and social emotional well-being of staff is a primary concern as well. Weekly staff meetings will include mental wellness check-ins and self-care activities. A School Counselor has been compiling local and useful resources to maintain on a Padlet for our staff to access as needed. Resources include Mental Health Counseling, Support Groups, Self-Care tips, and Professional Development opportunities.

Special Education

Teachers and Paraeducators who become aware of students with social or emotional needs will be referred to a counselor or mental health services

Professional Development Days on June 6th-7th included sessions specific to addressing mental health needs via and/or during distance learning and incorporated mental health and social emotional well-being considerations in all sessions. Special Education has Psychologists that are part of the team that support on-going mental health needs of students and staff.

Student Support and Outreach

Google surveys were conducted. The mental health and social-emotional well being was a large need communicated for students, parents and staff alike. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A Credentialed Counselor will compile relevant local community resources to support the social emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local collaborative partners in addition to supplementing with support groups for parents, staff and students as determined necessary through needs conducted assessments.

The use of Pulse surveys will allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will increase the identification of gaps of service as well as can quickly connect a person in need of social-emotional support with resources.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Feather River Academy

Staff will collect attendance daily based on online engagement, assignments completed, phone calls and tutoring sessions. Engagement will be tracked and monitored using Weekly Engagement Logs. Our written Tiered Re-Engagement Plan will be followed to quickly provide outreach to students and families identified and not attending or engaging.

Key Elements of the Tiered Re-Engagement Plan:

Tier 1

- Create a Positive School Culture
- Ensure connectivity
- Thorough Orientation to Distance Learning
- Ensure engaging instruction
- Clear expectations and definition of success (PBIS)
- Incentives for engagement and improvement
- Timely and supportive communication

Tier 2

- Establish communication: home visit, wellness check
- Staff member or Team to partner with family to address barriers to attendance
- Schedule SST or SART

Tier III

- Schedule CFT or SARB to establish a multi-disciplinary team to provide wraparound services

Distance Learning Attendance/Engagement Practices

- School staff to make personal contact after day 1 of absence to let the student know he/she was missed and what they missed.
- Staff to make personal contact after day 2 of absence to problem solve and identify any barriers.
- Letter #1 will be mailed home after the day 3 of absence. If communication has not been established a home visit or wellness check should be requested.
- Letter #2 will be mailed home and a SART or SST meeting will be scheduled for continued absences or for a second week of 60% absent.
- SARB or CFT will be required if absences continue.

Special Education

Student engagement is essential to student success in a traditional in-person school setting, as well as during Distance Learning. Tiered reengagement strategies have been developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement.

[Tiered Reengagement Plan](#)

Student Support and Outreach

The attendance recovery officers and SSO specialists will support the comprehensive Tiered Re-Engagement Plan to address the needs of students and families that are not meeting compulsory education requirements through attendance and engagement. Student engagement and attendance is necessary to address learning loss and close achievement gaps. Probation Attendance Recovery Officer will be available to assist schools in pupil engagement and outreach. This includes conducting home visits following LEA's efforts to make contact, providing outreach and connecting the families to local resources for support and/ or facilitating Child/ Family Team (CFT) meetings either virtually or with social distancing measures to identify and remove barriers to student engagement when students are not meeting compulsory education requirements. Attendance Recovery Officer is bilingual in Spanish. (LOUSD)

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion and Cleaning and Sanitation protocols.

Sutter County Superintendent of Schools contracts with Yuba City Unified School District to provide grab and go meals for families at several locations. During distance learning, Feather River Academy staff will notify all families of food service locations. FRA will also work with Yuba Sutter foodbank to provide and deliver supplemental food for low income families.

Changes in process and protocol have been made to the food service program for in-person classroom-based instruction. Mealtimes are staggered to allow for the podding of students and cleaning between meal services. Students in the AM session will eat their lunch in the classroom prior to dismissal. Students in the PM session will be provided lunch, in a separate facility upon arrival. Students will be seated to ensure proper social distancing while eating. The AM group will be dismissed to leave campus and classrooms will be cleaned prior to the PM group transitioning from lunch to classroom. Sneeze guards and partitions have been installed at the food line and distribution locations. School lunch items are packaged to allow for easy selection. Students are served on disposable trays with disposable utensils. Food will not be shared with other students.

Health and Hygiene Promotion

Promoting healthy hygiene practices apply to all staff and students and include: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting sign on how to stop the spread of COVID-19;

Cleaning and Sanitation

In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated; employees have been trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Increase of ¼ counselor LCFF- \$5585, LLMF - \$6,850	\$12,435	Y
Mental Health and Social and Emotional Well-Being	Kelvin Subscription for Pulse Surveys	\$5,000	N
Pupil and Family Engagement and Outreach	Increase regional Attendance Recovery Officer staffing	\$27,946	Y
Mental Health and Social and Emotional Well-Being	Counselor- Initial development of SE and Mental Well-bing resource page(s)	\$4,206	Y
Mental Health and Social and Emotional Well-Being	Counselor- Resource maintenance and support groups	\$4,567	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.86%	\$152,432

Required Descriptions

[For the actions 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 needs of these students.]

Our entire Distance and Hybrid Learning Models were designed with the needs of these three critical subgroups in mind. Our experience with Distance Learning in the Spring, the input from key stakeholder groups, and our general knowledge of the needs of this student population has reinforced our belief that learning loss due to COVID could be catastrophic without increased support. That being said, the entire student population at FRA is at extreme risk for not graduating, dropping out or being incarcerated. The potential for losing any connection to school is extremely high. While our standard mode of operation includes extensive academic and social emotional support services the need to modify and increase these supports during Distance Learning is high.

FRA is staffed to allow for increased adult to student ratio in order to support prevention and intervention activities and reduce the barriers to school success. Individual Learning plans are developed for each student and case management is provided for most. Funding is used to supply resources that reduce barriers to accessing education such as transportation, clothing, and school supplies.

While connectivity and access to devices is a challenge for all students, it is particularly challenging for Foster Youth, English learners, and low-income students. Kajeet devices and chromebooks were distributed first to Foster Youth, ELs and low-income students and remaining available devices were provided to additional students in need.

Edgenuity curriculum is designed with the UDL(Universal Design for Learning) guidelines in mind, provides equal opportunities for learning, and addresses the reality of learner variability. Edgenuity courses are designed, developed, and validated to reflect multiple means of representation, expression, and engagement. Lessons in Edgenuity feature multimodal instruction that presents essential information in a variety of formats, provides specific vocabulary instruction, models problem solving, and develops executive functions. Videos, graphic organizers, and a variety of media represent content in audio, visual, and verbal formats. Edgenuity lessons provide students with opportunities to express their knowledge in multiple ways, including interactive simulations, open-response questions, and essays. On-screen instructors explicitly model procedural knowledge, problem-solving strategies, and executive function.

While all students will benefit from MyPath, our adoption committee identified this resource as critical for our Foster Youth, English learners, and Low-Income students. These students will be assigned additional staff support to ensure acceptable progress along the personalized learning path.

With the onset of Covid-19 in March 2020, it was apparent that our students were going to struggle. Staff identified the students who needed the most support and this included our Foster Youth, English learners, and low income students. For our distance learning plan for fall 2020, teachers will provide a quality experience for all. We are also using several methods of targeting these more at-risk groups. The methods include providing additional technology and training for the technology. In addition, we are providing an increased number of contacts for low-income, Foster youth, and English learners through phone and zoom to support and provide tutoring with an instructional aide and teachers as tutors. Instructional aide staffing has been increased to provide support for English learners, foster youth, and low income students. While at FRA this includes many of our students, high needs students' needs are considered first. The aide is responsible for checking in daily with these students and providing tutoring when necessary. In addition, they will be supporting SPED students.

Additionally, Student Support and Outreach will provide emotional support through counseling and probation to target the highest needs students and provide extra support.

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

The minimum proportionality percentage for increased and improved services for low income, foster youth, and English learners is 1.86%. We are meeting the minimum proportionality using LCFF funding and far exceeding that threshold with the addition of Learning Loss Mitigation Funds. Increased and improved supports and services include:

Additional supports are provided by increasing the adult to student ratio (teachers and instructional aides) in order to engage the students, provide additional intervention and prevention activities.

Professional development specific to meeting the needs of low-income, foster youth, and English learners with high ACE scores and/or identified academic deficiencies is being provided.

After school intervention classes, facilitated by teachers with unduplicated student groups is given priority.

Tutors (Project Academic Student Success -(PASS) Assistants) will be recruited and hired to support our homeless and foster youth students. Individual virtual or in-person (with social distancing measures) appointments will be scheduled. Students complete reading and math assessments to determine a baseline then re-assessed regularly to determine appropriate academic interventions.

Transportation is provided to Low Income and Foster students during any form of in person instruction. FRA employs a Student Attendance and Outreach Coordinator to monitor student attendance, conduct home visits and provide transportation. FRA leases a van and pays mileage for this purpose.

School supplies including literature and task boxes are being supplied to Low Income, and Foster students. English Learners will receive the same with the addition of language support material including English to Spanish Dictionaries.

Agenda Item No. 7.0

BOARD AGENDA ITEM: Public Hearing- Learning Continuity and Attendance Plan –
Pathways Charter Academy

BOARD MEETING DATE: September 9, 2020

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Collaborative Effort

SUBMITTED BY:

Kristi Johnson

PRESENTING TO BOARD:

Joe Hendrix

BACKGROUND AND SUMMARY INFORMATION:

A Public Hearing for the Learning Continuity and Attendance Plan will begin at 5:30 p.m.

Comments from the public will be received at this time.



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

NOTICE OF PUBLIC HEARINGS

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

Date: Wednesday, September 9, 2020

Time: 5:30 p.m.

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

PUBLIC HEARING: Learning Continuity and Attendance Plan – Pathways Charter Academy

The Purpose of the Public Hearing is to inform the public regarding the SCSOS Learning Continuity and Attendance Plan.

On June 29, 2020, Governor Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020–21 Local Control and Accountability Plan (LCAP) and Annual Update with a Learning Continuity and Attendance Plan (Learning Continuity and Attendance Plan). The bill requires the Learning Continuity and Attendance Plan to include specified information about the instruction and support the local educational agency (LEA) will provide to pupils in the 2020–21 school year as a result of the uncertainty caused by COVID-19 and potential school closures. SB 98 supersedes the requirement to develop and adopt a Local Control and Accountability Plan by December 15, 2020 established by Executive Order N-56-20.

Copies will be available for inspection 72 hours prior to the meeting, during regular business hours, at the Sutter County Superintendent of School Office, 970 Klamath Lane, Yuba City, CA 95993.

FOR ADDITIONAL INFORMATION CONTACT:
Sutter County Superintendent of Schools
(530)822-2900

Posted on: September 2, 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pathways Charter Academy	Tom Reusser	tomr@sutter.k12.ca.us 530-822-2931

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Even though Pathways Charter Academy is a new non-seat based County Community School, our students come from existing schools and have been impacted by COVID-19 as stated below:

- Schools within Sutter County shut down in-person instruction on March 17, 2020. While parents and community members have expressed their appreciation for the frequency of communication and the efforts made to provide meaningful instruction through the end of the 19-20 school year, instructional delivery, connectedness, and student engagement was less than ideal. Learning loss and social emotional issues due to COVID-19 are a reality that we need to address as we plan for the 20-21 school year. Many parents have shared that they had a difficult time getting their children to engage in distance learning and for those who did engage, many were frustrated as they tried to answer questions and support their children to complete challenging assignments.
- While schools in our community shifted to providing distance learning quickly, they were met with barriers such as connectivity issues common to rural areas, insufficient hardware and software, curriculum designed primarily for in-person instruction. Our ongoing participation in collaboration meetings with leaders from traditional schools, charter schools, and private schools in the community lead us to believe a significant portion of the student population has incurred “learning loss” and increased social-emotional stressors.
- Stakeholders and educational experts agree that certain populations including homeless, foster, English learners and special education students may have struggled with the distance learning model and may experience learning loss even more than others.

COVID era program design is based on our knowledge of the needs of Sutter County students, families, educators and community members. We have organizational experience serving this population of students and plan to use that knowledge to provide an alternative educational setting designed to provide data-driven instruction in extremely individualized learning paths for students who have become disenfranchised with the traditional educational setting. Putting our vision into practice under the current circumstances adds to the complexity, but we are confident that, with slight temporary modifications, our program will fill a gap and create opportunities for an underserved population.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Since the majority of students enrolling at Pathways Charter Academy attended Sutter County Office of Education’s Feather River Academy in 2019-20 and staff from Feather River Academy voluntarily transferred to Pathways Charter Academy, stakeholder input from FRA stakeholder groups was used in the development of this plan.

In addition to personal phone calls, parent surveys, more formal parent/teacher conferences, and emails were frequently used to gain feedback from parents and students. Translators are always used to ensure that all messages are delivered in native language.

Feedback from certificated and classified bargaining groups was solicited through informal discussion, agendaized staff meetings and formal negotiations. Weekly staff meetings with distance learning, student engagement, social and emotional wellbeing of students and staff as a standing agenda item took place in March-June and August-September.

The school districts in Sutter County are also stakeholder groups. County superintendents began meeting daily via zoom in March in order to collaborate and share resources. Meetings moved to three days per week for a period of time and then reduced to one day per week. Participation has remained strong and information sharing has been valued. Site administrators and teachers also communicated frequently and gathered input from school district staff, students and families.

Parent Advisory Committee meetings were held in August and September to gain input from families. Formal input on the actions and expenditures in the Learning Continuity Attendance Plan was presented in August and a draft of the entire LCP was presented for feedback in September. (note: this will be done in September and included in the final plan for adoption)

Multiple formal and informal discussions were held with a variety of departments within the Sutter County Superintendent of Schools Office to solicit input, collaborate on actions and expenditures, and to draft the Learning Continuity Plan. Departments included: Business; SELPA; Special Education; ROP/CTE; Curriculum Instruction and Accountability; and Student Support and Outreach. Formal meeting dates were: July 15, 2020; July 28, 2020; and August 11, 2020.

SCSOS’s certificated bargaining unit met on July 24th, 28th, 31st as well as August 3rd and 6th to discuss instructional offerings and develop MOUs for Distance Learning.

We solicited community input and feedback on proposed actions and expenditures for the Learning Continuity and Attendance Plan at a regularly scheduled board meeting on August 18, 2020.

A Public Hearing of the draft Learning Continuity and Attendance Plan was held at the September 9, 2020 board meeting.

The Learning Continuity and Attendance Plan was presented for adoption at the September 23, 2020 board meeting.

[A description of the options provided for remote participation in public meetings and public hearings.]

All public meetings were properly posted and included options for remote participation through Zoom, which has a teleconferencing option.

[A summary of the feedback provided by specific stakeholder groups.]

Since, as noted above, the majority of students enrolling at Pathways Charter Academy attended Sutter County Office of Education’s Feather River Academy in 2019-20 and staff from Feather River Academy voluntarily transferred to Pathways Charter Academy, stakeholder input from FRA stakeholder groups was used in the development of this plan.

Parents and students appreciated the frequency of communication from teachers and other staff. In these communications, parents expressed concern over their struggle in supporting their children who lacked motivation during the spring of 2020. Barriers also included many parents’ inability to understand the technology and curriculum in order to support students at home. Staff input and support has been very important as we move forward with the distance learning model. Parents asked if there were ways that the students and parents could meet staff for extra support if warranted.

Staff was very involved in the design of the distance learning plan. Staff echoed the parents’ sentiment that students were having a hard time engaging when the closures happened in the spring 2020. Staff met weekly from March through the end of June to work on how to reach students. Staff shared frustrations that students were not doing as well in distance learning. During the closure, many students stated to staff that they can’t or didn’t want to participate in school activities. This was evident in the lack of active engagement in classes. Staff engaged with outside agencies as well as the Student Support and Outreach (SSO) department to reach our higher risk students such as our homeless youth and foster youth with more frequent outreach and more resources. Our SSO department indicated that the school closure and distance learning issues were affecting students’ social emotional state.

INPUT	INFLUENCE ON LCAP
There is a need to ensure connectivity for all students	We are purchasing and distributing devices and hotspots to facilitate connectivity and access to learning. Staff will also make contact to ensure connectivity is maintained and we will provide resources as warranted.
There is concern over learning loss, student frustration with independent completion of assigned work, and a lack of student engagement.	We are piloting the Edgenuity curriculum with the My Path component. This online curriculum provides individualized learning paths with targeted, data-driven, and engaging independent study friendly instruction. Since the curriculum is new to our staff, professional development will also be provided for staff on curriculum implementation. Students will be provided tutoring with priority given to foster youth, homeless youth, English learners, low income students, pupils with exceptional needs, including those with significant learning loss.
There is a need for proactive engagement strategies and school support for improving student engagement	We are providing staff with Professional Learning Community training and to collaborate with other SCSOS departments and community partners to improve student engagement.
Students and parents have been struggling with technology issues	We are providing technology support and providing office hours to support students and parents.

There is an increased demand for mental health.	We will explore increasing support from community partners such as Probation, Mental Health, Child Welfare, and Yuba City Police Department to develop resources and to monitor and intervene on social emotional topics and issues. The Sutter County Superintendent of Schools Office will also provide Kelvin to administer confidential “Pulse Surveys” to add additional monitoring and intervention capabilities. Professional development is also being provided for staff on Positive Behavior Intervention Support.
There is a need to ensure the health and safety of our students and staff is a priority	We are following CDPH guidance to establish protocols and purchasing supplies to maximize safety. We are creating a plan for classroom-based instructional activities and are also collaborating with community partners to provide support to students and staff.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

PCA utilizes an independent study instructional model that, by design, incorporates synchronous and asynchronous learning to meet the individual needs of each student within the independent study learning model. Students and teachers meet in a 1:1 setting for feedback, progress monitoring, and support. Students perform asynchronous work between meetings and have assigned or voluntary access to more frequent synchronous support.

We also offer classroom-based instructional activities to support students in our independent study program whenever possible. This includes activities such as labs, tutoring, interventions, small group instruction, and other related instructional activities. To minimize the number of students on campus at one time and maintain stable cohorts of students, an A/B/C schedule will be employed. Each group will attend on campus for up to 2 hours for in-person instructional activities. Because of the independent nature of our school, students may not attend every day and may attend for various lengths of time.

Daily Classroom-based Instructional Activity Schedule: Students attend instructional activities as scheduled by the teacher with a minimum of 30 minutes between cohorts to allow for cleaning between cohorts. Teachers stay with their cohorts. Breaks will be facilitated and coordinated to ensure cohorts of students do not intermingle. PCA/SCSOS staff will sanitize between Cohorts.

MTSS Considerations

A Social-Emotional Learning (SEL) Support team also coordinates with outside agencies when needed to provide social and emotional support. PCA staff will use a referral process that identifies students showing signs of need and/or struggling to engage in school activities,

home life, or as otherwise identified by the student, staff, or parent. PCA and Student Support and Outreach (SSO) staff will work together to identify needs and then target resources for those students.

Health and Safety Considerations

To maintain an appropriate level of health and safety, classroom-based learning activities will only be scheduled in such a manner as is consistent with public health guidance and will follow the protocols listed in the [Pathways Charter Academy Plan for Classroom-Based Instructional Activities 2020-2021](#) that includes the following:

- Sanitation plan to occur before school, between cohorts, and after school. This includes cleaning and sanitizing each classroom, common areas, and restrooms.
- Social distancing considerations
- Wearing of masks by students and staff. Masks will be provided for all if needed.
- Temperature check stations when students, staff, parents, and guests arrive.
- Students will stay with their assigned cohort and teachers will move from room to room as is feasible.
- A clean room for parent conferences will be established and cleaned between appointments.
- Identify a space where students can wait for a parent to pick them up when they exhibit symptoms.
- Classrooms, common areas, restrooms, and office areas will have hand sanitizer and disinfectants for frequent use.

We will also collaborate with LEAs such as colleges and career-education providers to ensure they are following appropriate guidance for in-person instructional activities when serving our students. This is important because we incorporate career and college exploration into students' ILPs and encourage them to take college classes as well as Regional Occupational Program (ROP)/Career Technical Education (CTE) courses that we anticipate will return to classroom-based instruction.

Our intake process, which includes the development of a Student Success Plan (SSP) and Individualized Learning Plan (ILP) for every student, ensures the greatest possible success for each student, particularly for students who have experienced significant learning loss due to school closures in the 2019-20 school year or are at a greater risk of experiencing learning loss due to future school closures.

Within the first five days of enrollment or the start of school, staff will conduct an initial intake assessment including a review of students' academic history and administer the STAR ELA and Mathematics assessments to identify students' academic baselines. Staff will create students' ILPs and follow-up with ongoing assessments of students' deficiencies, learning loss, and growth by utilizing content specific assessments and reports included in the online curriculum (Edgenuity). STAR assessments will occur at least quarterly, or more often if the teacher chooses. Data-driven instruction will be further supported by STAR assessment data being imported into Edgenuity's My Path program to generate learning paths geared to students' specific needs. Each student will be issued a computer and hotspots will be provided as warranted to ensure all students have equitable access to the curriculum.

Curriculum embedded, age-appropriate instruction via direct-instruction videos and prescriptive practice is designed to fill holes, strengthen foundational skills, and mitigate learning loss. Detailed and dynamic reports on student progress can be accessed in real time, so teachers can instantly identify topics students are struggling with and provide immediate in-person support.

SSPs will be created based on intake assessments that include information about students' history of attitude, behavior, academics, and attendance as well as their interests and needs for auxiliary supports. Through their SSP's, students are given the opportunity to participate in prescribed Social Emotional supports. PCA utilizes resources such as SCSOS's Student Support and Outreach department and counselors to provide these supports that our students need to be successful.

Creating an ILP for each student, using a curriculum that can target students' needs as well as provide engaging instruction, and providing tutoring will especially benefit students who have experienced significant learning loss due to school closures or are at greater risk of experiencing learning loss due to future school closures. Interventions assigned through a student's ILP may include, but not be limited to, remedial instruction, tutoring during or after school hours, or small group academic support. Curriculum embedded assessments and conferences with students and parents will also allow for monitoring the effectiveness of the supports.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
40% FTE Counselor (General Fund)	\$23,762	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Non-classroom-based charter schools do not provide distance learning as defined in *Education Code* Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to *Education Code* Section 47612.5 as of the 2019–20 fiscal year.

A non-classroom-based charter school described in *Education Code* Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to *Education Code* Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to *Education Code* Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a

non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

While this is not applicable as stated above, PCA will provide computers and hotspots as warranted to ensure all students have equitable access to devices and connectivity to support digital learning. As described in this plan, PCA purchased a digital curriculum to address learning loss and student disengagement resulting from school closures due to COVID-19. The computers and hotspots will allow students to access that curriculum.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

While this is not applicable as stated above, PCA utilizes an independent study instructional model that, by design, incorporates synchronous and asynchronous learning to meet the individual needs of each student. Students and teachers meet in a 1:1 setting for feedback, progress monitoring, and support. Students perform asynchronous work between meetings and have assigned or voluntary access to more frequent synchronous support. Pupil progress is assessed through these live contacts, progress monitoring, and informal assessments. Student participation and time value of pupil work are measured by the certificated teacher following independent study requirements.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

While this is not applicable as stated above, PCA is providing curriculum specific, best practices, and technology related professional development to support our learning program. Staff are also supported by SCSOS's Technology Department and Curriculum Instruction, and Accountability Department through training focused on online platforms such as Zoom and Google Classrooms. Due to our close relationship with FRA, staff will receive multiple trainings throughout the 2021 school year to better understand best practices for distance learning as it compares to independent study.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Pathways Charter Academy is a new non-classroom based charter school, so there has been no significant adjustment in staff roles and responsibilities as a result of COVID-19. However, all staff are focusing more on addressing issues arising from COVID-19 within their

respective roles and responsibilities. For example, custodians are focusing more on disinfecting facilities and ensuring ample PPE is available while teachers and instructional aides are hyper focused on mitigating learning loss arising from school closures.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

While this is not applicable as stated above, PCA does provide supports similar to those needed by students with unique needs during distance learning. For Example:

PCA staff, Student Support and Outreach staff, and Attendance Recovery officers will be utilized to ensure connection, provide increased contact and frequent communication with our students with unique needs as they engage in independent study.

Following CDPH guidelines, students with unique needs (Foster, Homeless, English Learner and identified Low Income) will be brought on campus for in person small group instruction, support, and intervention-especially to mitigate learning loss from school closures due to COVID-19.

English learners will receive integrated language instruction through the Edgenuity platform through the following methods:

- Active Reading
- On-screen translation
- Vocabulary development
- Close reading
- Lesson Support
- E-writing scaffolded writing supports

Designated ELD- will occur during small blocks of time. Assigned students will receive instruction and support related to academic vocabulary, listening/speaking and reading/writing. Integrated ELD will be provided within the curriculum

All students with special needs will be provided additional targeted support based on academic assessments, parent input, and student articulated needs. Academic assessments will include benchmark, formative and summative assessments through STAR, Edgenuity or teacher created assessments. For students with special needs, these assessments will be provided at a higher frequency.

All students with IEPs will be contacted weekly, either virtually or in-person, by the special education teacher to provide additional support. Meetings may be more frequent if warranted. All support for pupils with unique needs are identified in each student's IEP with mandated timelines and accountability. A log will be kept of interventions and supports provided.

PCA staff will collaborate with social workers, Student Support and Outreach counselors and outreach specialists to coordinate services for students and families. Allocation of resources will be prioritized by need, including needs arising from being foster youth, homeless, pupils with unique needs, including English learners, and pupils with exceptional needs. Teachers may schedule meetings and support activities as allowable by public health. All school staff will provide additional support to families by offering opportunities for training in the use of educational technology and curriculum. Bilingual staff will provide support for non-English speaking families.

ROP/CTE opportunities will be made available to all students with unique needs to increase engagement and relevance for school.

During COVID closures and distance learning, it was incredibly difficult to maintain proper identification of foster youth to offer and provide necessary resources and support; therefore, Foster Focus will be adopted to increase support and services provided by FYSCP.

Connectivity issues caused many homeless families to have difficulty accessing distance learning during the 2019-20 school closures. To support those families and others with connectivity issues, we will provide hotspots/data plans as needed to ensure all students have access to our digital curriculum and live interactions with the teacher.

Foster students already suffer from significant learning loss which was amplified by the 2019-20 school closures. To mitigate this learning loss and accelerate learning, foster students will be provided with opportunities for additional support such as tutoring, small group interventions, social-emotional support, and more frequent meetings with the teacher.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Does not apply to non-classroom based charter schools		

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

PCA utilizes an intake assessment process to develop an Individualized Learning Plan (ILP) for each student. Students’ attitude, behavior, attendance, and academic records are reviewed when students enroll. In addition to the review of past results on the CAASPP, ELPAC, and district benchmark assessments, students complete STAR Mathematics and ELA assessments to help determine their ability levels and academic “holes”, including learning loss due to recent school closures. English learner students will also be given the ELPAC assessment at the beginning of the school year as part of their assessment process. The most recent ELPAC assessment data will guide the designated ELD groupings and content/curriculum. Teachers will utilize My Path and Designated ELD time to provide targeted support for language development based on the ELD standards integrated into core content curriculum. PCA will identify and assess English Learners (ELs) and provide guidance to our teachers supporting ELs. All ELs will access a comprehensive English Language Development (ELD) program which includes a combination of tier-specific core curriculum, supplemental programs, and online interventions that meet their specific needs.

After the ILP is developed and students begin instruction, follow-up STAR Mathematics and ELA assessments are given at least quarterly to identify learning status and measure progress. Those assessments may be given more frequently for students needing additional support. Staff will also utilize ongoing assessments built into the Edgenuity curriculum to identify academic levels and guide instruction. Curriculum embedded assessments and teacher created assessments will be utilized to measure learning status and student growth from designated and integrated English language development instruction. PCA purchased the ability to have STAR assessment data integrated into Edgenuity’s My Path program to create individualized learning paths to address identified deficits in learning. My Path also provides robust tracking and monitoring reports that allow teachers to support students in progressing at the intended rate.

Developing an ILP for each student upon enrollment provides immediate identification of students who are struggling academically or in need of additional support. It also allows the school to address learning loss by providing those students with a learning path targeted to their unique needs. PCA's strategy of providing initial assessments, ongoing assessments, and targeted instruction specifically addresses pupil learning loss that results from COVID-19.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

PCA's development of a Student Success Plan (SSP) and an Individualized Learning Plan (ILP) for each student creates the foundation for addressing learning loss and accelerating learning progress for pupils. Both plans are based on students' unique needs, strengths, and abilities. The SSP provides a multi-tiered system of support approach to ensuring students have the support needed for success. The ILP is a data-driven instructional plan based on the student's academic history and current assessments. This plan prescribes the courses students need to take in order to reach their goals and places them at an instructional level aligned to their skills and abilities. Together, these plans address students' unique needs, strengths, and desires to ensure success in mitigating learning loss and accelerating learning progress. They also provide for a robust Tiered Reengagement Plan to maximize attendance and participation in core instruction and intervention.

Edgenuity curriculum with the My Path program was purchased to provide students with targeted, data-driven, and engaging instruction that is independent study friendly. It provides instruction at each student's appropriate level and fosters student engagement.

English learners, low-income students, foster youth, homeless youth, and students with exceptional needs will be identified and prioritized for more frequent meetings to provide guidance and ensure smooth progress through the My Path targeted intervention program. Staff will also supplement the curriculum with virtual and classroom-based instructional activities to support students whenever possible. This includes activities such as more frequent 1:1 meetings with the teacher, labs, tutoring, interventions, small group instruction, and other related instructional activities.

PCA is partnering with other departments within the Sutter County Superintendent of Schools office and community organizations to address mental wellness and provide multi-tiered systems of support to meet each student's unique needs, so students can attend and access instruction. Additional staff from Student Support and Outreach (SSO) will provide Multi-tiered Systems of Support (MTSS) as needed. A probation officer is available to assist with communication and provide support to families and students when needed. The probation officer will also support student engagement strategies. The school administrator, probation officer, and outreach staff will perform home visits when needed to engage with families. The Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) will be utilized to identify strategies for reengagement and to improve students' success in school.

Students will be administered benchmark assessments in STAR Mathematics, Star ELA, and Edgenuity at the beginning of the school year and quarterly to drive instruction and monitor student progress. Foster youth, homeless youth, low-income pupils, and pupils with unique or special needs, including English learners, may be provided these assessments more frequently to provide additional monitoring and support.

While our program design provides targeted support to all students, pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness will be monitored more closely and provided opportunities for support as needed for their success. Opportunities will not be limited to academics and may include counseling or other auxiliary and community based supports.

Strategies will differ for English Learners in that the most recent ELPAC assessment data will also be used to guide designated ELD instruction, and teachers will utilize appropriate curriculum supports for English learner students to provide targeted support for language development based on the ELD standards integrated into core content curriculum.

Strategies will differ for pupils with exceptional needs in that additional supports and interventions will be provided as indicated in their 504 Plans or Individualized Education Program. Special education teachers regularly assess students with exceptional needs for progress on their goals. They also informally assess student progress toward goals at the beginning of the school year to monitor for regression and maintenance of skills based on their individualized educational goals.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Pathway Charter Academy’s effectiveness in addressing learning loss will be measured using Edgenuity, My Path, and STAR assessments as described above. These programs provide extensive data on student engagement and academic progress. Data will be used to monitor progress, continually identify needs, and measure the effectiveness of prescribed interventions.

Professional development on assessment, Professional Learning Communities (PLC), and Positive Behavior Intervention and Support (PBIS) will be provided to staff to support the use of data in guiding instruction and engagement strategies. It will also allow specific data practices to be developed to ensure regular and systematic evaluation of data.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Edgenuity Curriculum combined with STAR integration and My Path provides a system of assessments and data driven instruction in an online curriculum to address learning loss (Learning Loss Mitigation Funding)	\$3,750	Y
STAR Integration provides ELA and Mathematics assessments to identify learning status, target instruction, and monitor student progress. (General Fund)	\$500	Y
My Path enables Edgenuity Curriculum to provide individualized learning paths for students based on assessment data. (Learning Loss Mitigation Funding)	\$3,750	Y

Professional Development supports teacher effectiveness. (Learning Loss Mitigation Funding)	\$500	Y
ChromeBooks for Students provides equitable access to the curriculum for all students. (Learning Loss Mitigation Funding)	\$8,753	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Upon enrollment, the student, family, teacher and counseling staff work together to develop a Student Success Plan (SSP) to address social and emotional and mental health wellness needs.

PCA collaborated with the Student Support and Outreach (SSO) Department and Sutter County Probation to develop and provide a comprehensive Multi-Tiered System of Support (MTSS) to promote and address the mental health and social-emotional well-being of the students, staff, and families of the school. Available resources will be allocated by priority of need which includes a priority for students who are homeless, foster youth, English learners, low income, or otherwise have unique or special needs. Data to drive the implementation of the MTSS will be collected through intake interviews, Kelvin Pulse Surveys, and Student/ Family Check-ins via phone calls or home visits. This will provide us with data to address mental health and social-emotional needs. The Social-emotional Learning (SEL) support team will include School Counselors, an SSO Specialist, and a School Resource Probation Officer (SRO). The role of the SRO is non-punitive and restorative.

PCA is a County Community School, so our students are “at promise.” Most come with Tier 2 and 3 social and behavioral services written into their rehabilitation plan. Students are assigned to a counselor for case management. Upon enrollment, all students go through an intake process with the SEL Support Team to triage and identify needs and barriers to academic success. School Counselor staffing will be increased for the 2020-2021 school year and will include multiple school counselors with smaller caseloads. Additionally, PCA and SSO staff will work jointly to create a referral process that will identify specific student needs and provide support in identified areas of immediate need.

Tier 1 Supports

Teachers will implement regular screening via a check-in method using questions developed by the school counseling team to screen for signs and symptoms of social-emotional needs.

School Counselors and the SSO Specialist will Implement *Why Try* Curriculum for all students. *Why Try* is an evidence-based SEL curriculum designed for students who have experienced trauma and other adversities.

Kelvin Pulse Surveys will be administered bi-weekly to students, parents, and staff on a voluntary basis. Pulse surveys would allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will improve the identification of gaps of service and can quickly connect a person in need of social-emotional support with resources.

Mental health and social-emotional well-being for students, parents, and staff was strongly recommended by stakeholders. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A credentialed counselor

will compile relevant local community resources to support the social-emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local partners in addition to supplementing with support groups for parents, staff, and students as deemed necessary through needs assessments.

Tier 2 Supports

Student/ Family concerns that are identified in the Universal Screening process will be referred to the SEL Support team to identify and triage needs. Supports will include individual counseling, group counseling, or another evidence-based program. Groups will be formed based on data from Pulse surveys, screening measures, and staff recommendation. Data from these measures will be compiled to identify the most urgent needs to be addressed for Tier 2 services.

Tier 3 Supports

If student SEL goals are still not met, the SEL Support team will collaboratively identify Tier 3 students and develop a support plan. The support plan may include increased individual counseling services, referral to outside resources such as mental health referrals, and case management. Case management includes the “warm handoff” model to assist the student and families in accessing programs and community resources. Student goals and progress will be assessed on a bi-weekly basis by the SEL team.

In order to prepare staff to identify trauma and other social emotional impacts of the COVID 19 environment and to support students mental health, they will receive training including, but not limited to:

- CASEL CARES: On-demand Webinar – Starting an Unprecedented School Year with SEL
- CASEL CARES: Strategies for Being Your Best Possible “Self” with Dr. Marc Bracket
- On-Demand Webinar: Tier 1 Social, Emotional and Behavioral Supports to Restart Learning During a Crisis
- Article: 8 Strategies for Building Belonging With Students and Families Virtually
- Podcast: Everyday SEL
- Managing Anxiety Around COVID-19: Tips for You and Your School Community
- On-Demand Webinar: Mindfulness Strategies for Adult and Student Wellness
- Boston Hospital: On-line training series to build capacity to address students’ social, emotional, and behavioral health needs.

<https://www.childrenshospital.org/taonline#>

The mental health and social-emotional well-being of staff is a primary concern as well. Staff meetings will include mental wellness check-ins and self-care activities. A school counselor has been compiling local and useful resources to maintain on a Padlet for our staff to access as needed. Resources include Mental Health Counseling, Support Groups, Self-Care tips, and Professional Development opportunities.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

While this is not applicable as stated above, PCA engages in pupil and family engagement and outreach as part of our independent study program.

Elements include:

Tier 1

- Create a Positive School Culture
- Ensure connectivity
- Thorough Orientation to Independent Study
- Ensure engaging instruction
- Clear expectations and definition of success (PBIS)
- Acknowledgement and Incentives for engagement and improvement
- Timely and supportive communication

Tier 2

- Establish communication: home visit, wellness check
- Staff member or Team to partner with family to address barriers to attendance
- Schedule SST or SART

Tier 3

- Follow the Missing Assignment Report Process to support student success or help the student transition into an appropriate program.
- Schedule CFT or SARB to establish a multi-disciplinary team to provide wraparound services as needed.
- SARB or CFT will be required if absences continue.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Pathways Charter Academy is a non-classroom based school and therefore does not provide meals for students. However, families will be connected with community resources as needs are identified. The school counselor provides an additional list of supports including local food bank information.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	40%FTE Counselor (General Fund)	Duplicate	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.59%	\$17,746

Required Descriptions

[For the actions 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 needs of these students.]

Pathway Charter Academy was built with the needs of the most at-risk students, including these three critical subgroups, in mind because the anticipated population at PCA is at extreme risk of not graduating, dropping out, or being incarcerated. In short, we built PCA to serve these students’ needs and see them succeed. Evidence that these students’ needs were considered first can be seen within the plan where we prioritize them for receiving available resources and providing them services and support more frequently than “all students”.

The following elements within actions address these students’ needs as identified through stakeholder input:

1. Ensure connectivity;
2. Curriculum to provide data-driven, individualized Learning paths with engaging instruction that support students’ ability to complete independent work;
3. Technology support with office hours to support students and parents;
4. Develop resources to monitor and intervene of social emotional topics and issues;
5. More frequent 1:1 meetings for regular feedback, progress monitoring, and support;
6. Focus on Designated and Integrated ELD; and
7. Collaborate with social workers, counselors, and outreach specialists to coordinate services for foster youth, homeless youth, and socioeconomically disadvantaged students.

The following elements within actions are generally accepted in the education community as meeting these students’ needs:

1. Professional development to (curriculum specific, PLCs, PBIS);
2. Career and college exploration;
3. Student Success Plans to provide MTSS;
4. Maximizing safety on campus;

5. Intake and ongoing assessments to drive instruction and monitor learning;
6. STAR Mathematics and ELA;
7. Targeted support for ELD;
8. Measure effectiveness of program;
9. Multi-tiered systems of support, with resources allocated by priority of need, including these groups;
10. Providing tutoring; and
11. Creating a positive school culture.

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

The minimum proportionality percentage for increased and improved services for low income, foster youth, and English learners is 7.59%. We are meeting the minimum proportionality using LCFF funding and far exceeding that threshold with the addition of Learning Loss Mitigation Funds. While providing professional development on curriculum, professional learning communities, and PBIS supports all students, teachers' improved ability to provide high quality initial instruction benefits these students more than "all students". Increased and improved supports and services also include: Additional supports are provided by prioritizing these students for more frequent 1:1 meetings with the teacher as well as small group instruction and intervention with the teacher; Professional development specific to meeting the needs of low-income, foster youth, and English learners with high ACE scores and/or identified academic deficiencies is being provided; Tutors (Project Academic Student Success (PASS) Assistants) will be recruited and hired to support our homeless and foster youth students; Students complete reading and math assessments to determine a baseline and are then reassessed regularly to monitor progress and determine appropriate academic interventions (these students are monitored more closely and assessed for growth more frequently); Transportation is available to low income and foster students during any form of in person instruction; PCA utilizes a Student Attendance and Outreach Coordinator to monitor student attendance, conduct home visits and provide transportation; School supplies are supplied to low income, and foster students; English learners will receive the same with the addition of language support materials; and while computers are provided to all students, they benefit these students more in providing equitable access to the curriculum and virtual meetings with the teacher and support staff.

BOARD AGENDA ITEM: AeroSTEM Annual Update

BOARD MEETING DATE: September 9, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Kathy Smith

Reports/Presentation

SUBMITTED BY:

Information

Kathy Smith

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Kathy Smith

BACKGROUND AND SUMMARY INFORMATION:

AeroSTEM Academy is an independent public charter school authorized under the Sutter County Board of Education. Each year AeroSTEM prepares a presentation to update the Board on activities, projects, and progress made by the charter school to increase transparency and allow for the Board to be involved in the charter school as it grows and develops.



AeroSTEM Academy

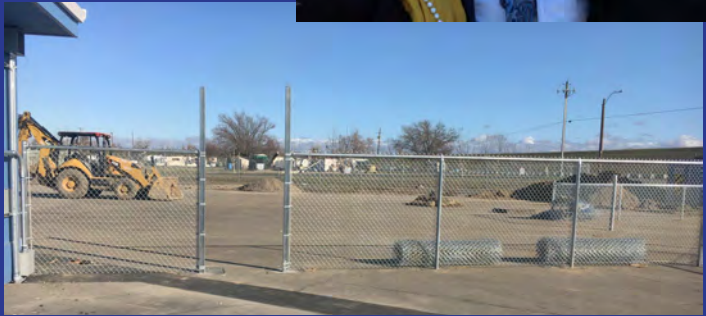
Annual Board Update 2019-2020 School Year

Key Developments

Flexibility and responsiveness
are keys to growing a quality
school!

- WASC Accreditation Continues
 - Courses submitted for a-g approval
 - Assessment System in Place
 - Learning Paths fill in gaps
 - Staffing
 - Interns and New Teachers
 - Safe and Modern Facilities
 - Sutter County Airport!!
 - Schedule Adjustments
 - School Closures/Distance Learning
 - Financial Accounting Updates
 - Charter School Management
-

Mid-Year Campus Move!



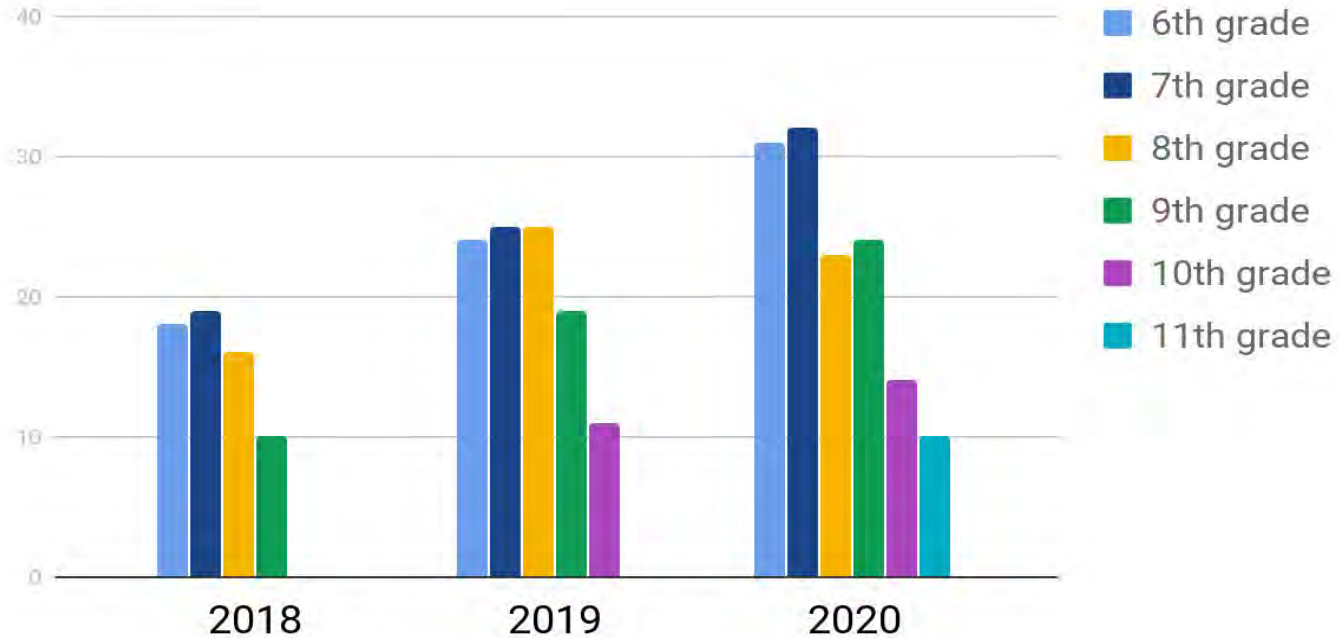
Facilities- Ready for Take Off!

- ★ 82 Second Street Yuba City, Ca 95991
- ★ Multi-building Complex
 - Administration Building
 - Lunchroom/Multi-Purpose Room
 - 6 Classrooms (2 more coming 2021!)
 - Bathrooms
 - Shaded Lunch Area (Installing next month!)
 - Sports Court
 - Hangar with CTE workshops (Future dreams!)
- ★ Access to Industry Specialists
- ★ Aviation Partnerships and Internships/Service Learning



Growing Student Enrollment

Enrollment

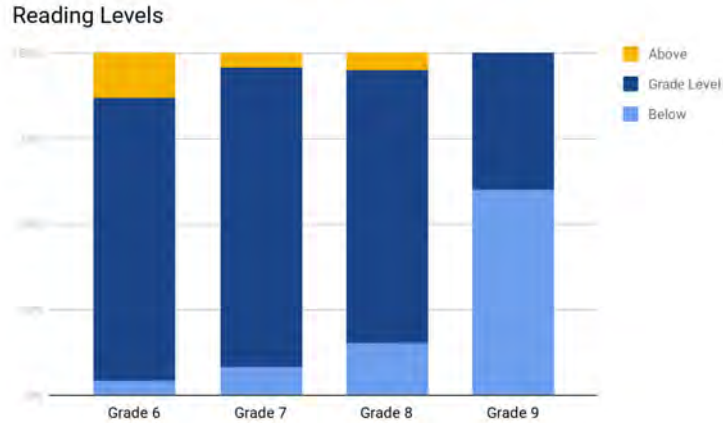


Assessment Guiding Instruction:
Reading and Math are key
elements to success in STEM
fields!

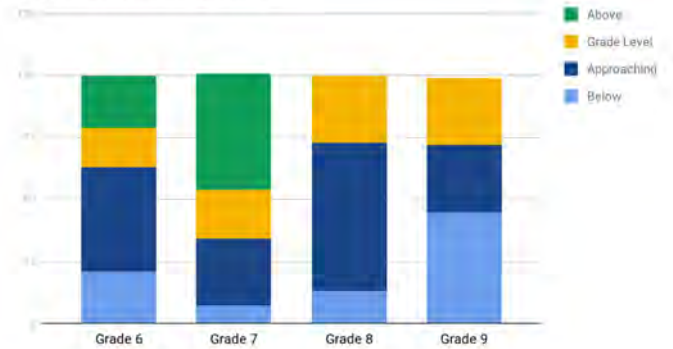


Reading Assessments Exact Path 2019-2020

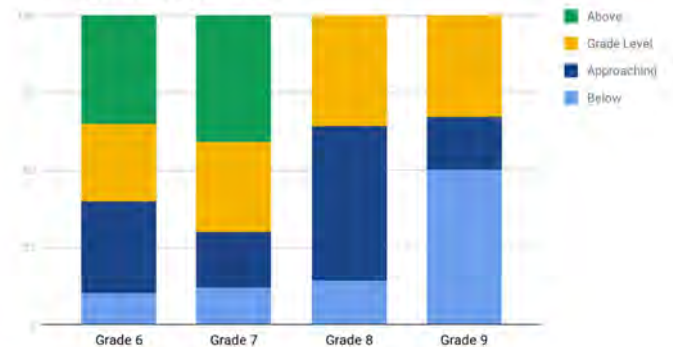
Beginning Reading Assessments Moby Max 2018



August 2019 Reading Scores



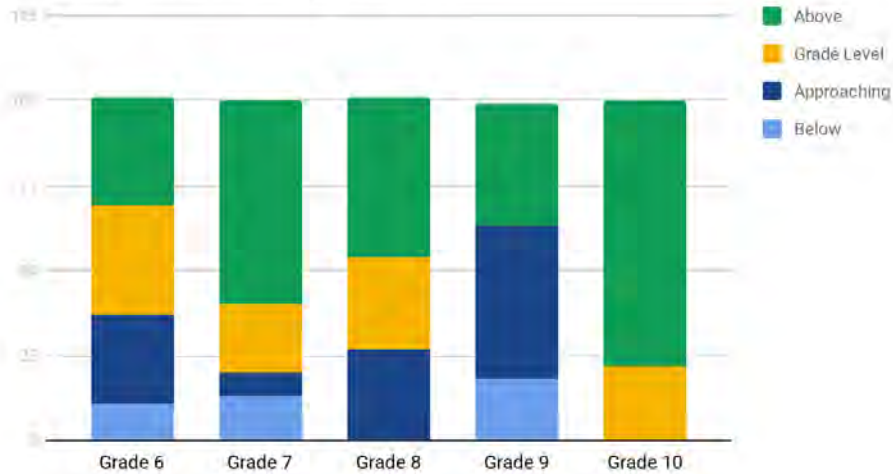
Reading January 2020 Levels



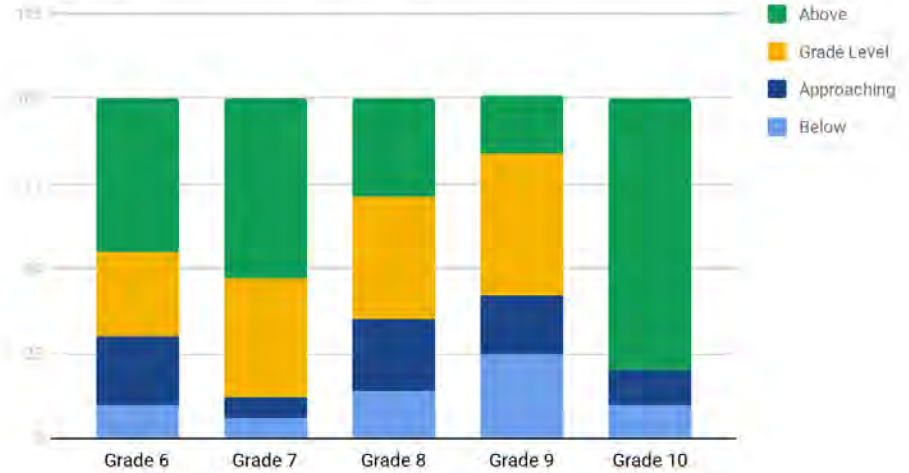
Language Arts Assessments

Exact Path 2019-2020

Language Arts Levels August 2019

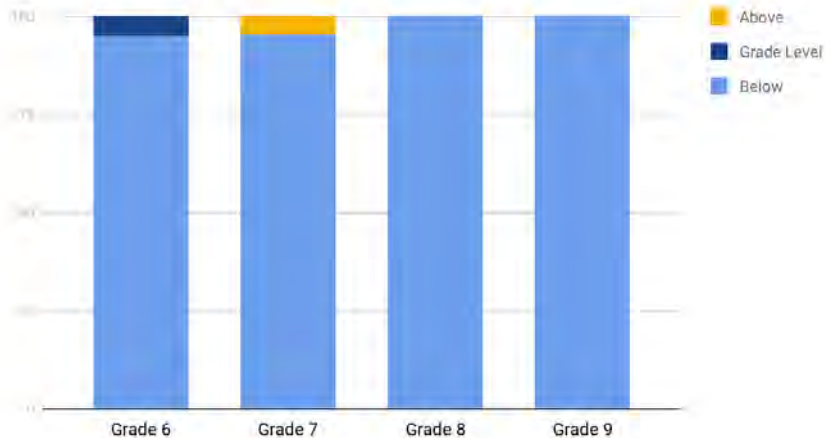


Language Arts Levels January 2020



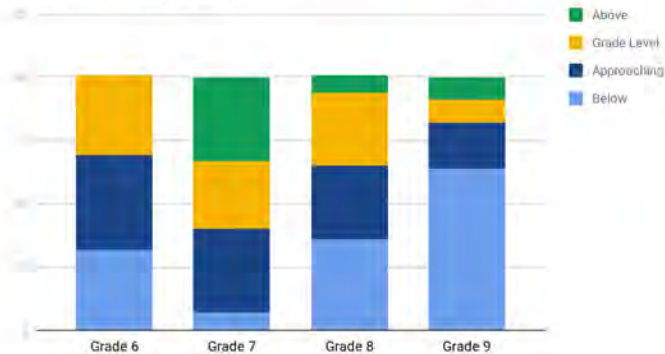
Beginning Math Assessments 2018 Moby Max

Math Levels 2018

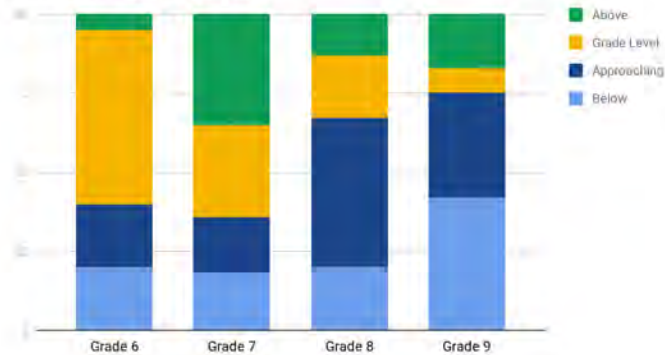


Math Assessments Exact Path 2019-20

Math Levels August 2019



Math Levels January 2020



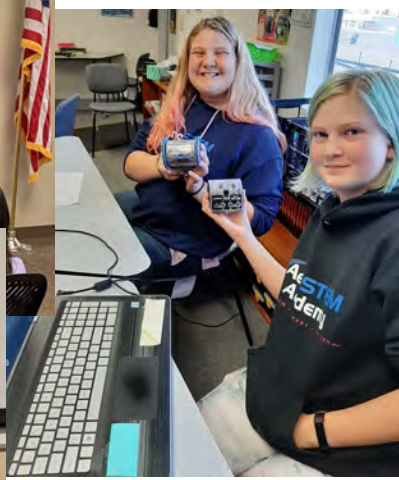
Field Trips!



Hands On Learning!



Closing the Gap with Girls in STEM!



School Closures and Distance Learning, Moving Campus Mid-Year, Adding Grade Levels, Transitioning to Independence and Classroom Based Learning, and Old-Fashioned Growing Pains!



Mission Accepted!
Let's fly through these Challenges!

- ★ Online Tutoring
 - ★ Additional RSP Online Support
 - ★ Additional Scaffolding and Differentiation
 - ★ Transition to Internet Based Platforms
 - ★ Daily Live Interaction
 - ★ Regular Home-School Communication
 - ★ Clubs!! Online!!!
-

Distance Learning: Social and Academic Clubs go ONLINE!

JOIN ONE OF THE AEROSTEM ACADEMY CLUBS!
Clubs are open to all grades!

PHOTO CLUB
Mondays & Fridays
3:30pm
contact Mr. Saltman at jsaltman@aerostem.org

ART & POETRY CLUB
Mondays
2:00pm
contact Mrs. Gibbs at cgibbs@aerostem.org

VIDEO & GRAPHIC DESIGN CLUB
Wednesdays
1:30pm
contact Mr. Lenci at flenci@aerostem.org

TED-ED CLUB
Wednesdays & Fridays
7:50am
contact Mrs. Glabe at jglabe@aerostem.org

GIRLS WHO CODE CLUB
Wednesdays
2:30pm
contact Mrs. Burke at nburke@aerostem.org

JAVASCRIPT CLUB
Tuesdays & Thursdays
5:30pm
contact Mr. Saltman at jsaltman@aerostem.org

DUNGEONS & DRAGONS CLUB
Tuesdays & Thursdays
2:30pm
contact Mrs. Gibbs at cgibbs@aerostem.org

AerOSTEM Academy
(530) 742-2531
info@aerostem.org

School's not out! Time to Learn ONLINE and do projects AT HOME!



Serving Our Community in Times of Need



Partnered with AeroSTEM Academy, community supporters, and our former students to create and donate face shields to schools and first responder professionals to help protect them from the spread of COVID-19



Staff Development and Professional Community Connections

“BETTER THAN A THOUSAND DAYS OF
DILIGENT STUDY IS ONE DAY WITH A
GREAT TEACHER.”

—*Japanese proverb*

- ★ STEM EcoSystem
 - ★ Suicide Prevention
 - ★ Red Cross First Aid
 - ★ Essential Standards Framework
 - ★ Wide Awake Geek
 - ★ Northern California Aerospace Initiative (NCAI)
 - ★ Women in Aviation Conference
 - ★ Weekly Staff Collaboration Meetings
-

Women in Aviation International 2020 Florida

One of the highlights of our trip, to the Women in Aviation Conference, was getting to meet women that have paved a way for females in the careers of Engineering, Aviation, and Aerospace. When I had mentioned that I am an English teacher that is working for a STEM school, I received so much support and advice. This started a spark inside of me that is fueling a new passion for Aerospace and Aviation. I had made it my goal to open up opportunities and possibilities for students in our area to enter into these fields. -Christine Gibbs



Secretary of the Air Force



Barbara Barret

Embry Riddle's Chief Flight Instructor



Renee Clemens

NASA Astronaut



Eileen M. Collins
NASA Astronaut

Eileen M. Collins

Boeing's Vice President and Chief Engineer




Joan Robinson-Berry

FUN FACT: Engineering is the only field that can design a cement canoe that floats.


Embry Riddle department of Engineering holds a contest that challenges the skills of their Engineers.



Program Plans for 2020-2021

- ★ Addition of online fully accredited courses through Edmentum
 - ★ Fully integrated Distance Learning for all grade levels
 - ★ UC a-g accreditation process
 - ★ Essential Standards identification and guiding practices
 - ★ CTE/Discover/C-STEM/Project Lead the Way Scope and Sequence planning
 - ★ AOPA Curriculum for high school with 3 CTE Pathways
 - ★ Teen Airplane Build #2
 - ★ Targeted Intervention to mitigate learning loss
- 

Facilities Plans for 2020-2021

- ★ Installation of shade structure
 - ★ Increased outdoor seating
 - ★ Partnership with airport to upgrade water pipelines
 - ★ Removal of water storage tank
 - ★ Installation of storage buildings
 - ★ Street signage
 - ★ Installation of classrooms 7 and 8 (summer 2021)
- 

BOARD AGENDA ITEM: 2019-20 Consolidated Application- Spring Release

BOARD MEETING DATE: September 9, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Nicolaas Hoogeveen

Reports/Presentation

SUBMITTED BY:

Information

Nicolaas Hoogeveen

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Nicolaas Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The Sutter County Board of Education is asked to adopt the Consolidated Application: Spring Release 2019-20.

2020-21 Certification of Assurances

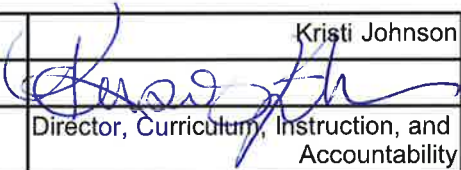
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Kristi Johnson
Authorized Representative's Signature	
Authorized Representative's Title	Director, Curriculum, Instruction, and Accountability
Authorized Representative's Signature Date	08/17/2020

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tom Reusser
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/17/2020
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) / District	07/01/2017
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tom Reusser
Authorized Representative's Title	Superintendent

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/31/2020
---	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Not applicable as the number of English learners is less than 50.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
--	-----

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2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$114.40
Estimated English learner student count	86
Estimated English learner student program allocation	\$9,838

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$9,646
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$192
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$9,838

*****Warning*****

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2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Jonathan Feagle, Fiscal Oversight and Support Office, JFeagle@cde.ca.gov, 916-323-8515

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tom Reusser
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/31/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2019-20 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963
 Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

Title II, Part A Transfers

2019-20 Title II, Part A allocation	\$13,824
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2019-20 Title II, Part A allocation after transfers out	\$13,824

Title IV, Part A Transfers

2019-20 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2019-20 Title IV, Part A allocation after transfers out	\$10,000

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2019-20 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Federal Programs and Reporting Office, shanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Federal Programs and Reporting Office, RDeRose@cde.ca.gov, 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	\$104,667
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2019-20 Title I, Part A LEA available allocation	\$104,667

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
* Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
* Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$500

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2019-20 Approved indirect cost rate	13.42%
Indirect cost reservation	\$12,384
Administrative reservation	\$3,316

Reservation Summary

Total LEA required and authorized reservations	\$16,200
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$88,467

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2019-20 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	\$13,824
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$13,824
Repayment of funds	\$0
2019-20 Total allocation	\$13,824
Administrative and indirect costs	\$1,636
Equitable services for nonprofit private schools	\$0
2019-20 Title II, Part A adjusted allocation	\$12,188

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2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	\$14,049
Transferred-in amount	\$0
Transferred-out amount	\$0
2019-20 Total allocation	\$14,049

Professional Development Expenditures

Professional development for teachers	\$6,463
Professional development for administrators	\$5,608
All other professional development expenditures	\$316

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$1,662
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$14,049
2019-20 Unspent funds	\$0

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2019-20 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the LEA for Title III English Learner (EL) student program, and to report required reservations.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total Allocation

2019-20 Title III EL student program allocation	\$36,208
Transferred-in amount	\$0
Repayment of funds	\$0
2019-20 Total allocation	\$36,208

Allocation Reservations

Professional development activities	\$35,499
Program and other authorized activities	\$0
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$709
Total allocation reservations	\$36,208

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2019-20 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2019 through December 31, 2019.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	\$36,208
Transferred-in amount	\$0
2019-20 Total allocation	\$36,208
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$6,442
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$1,348
4000-4999 Books and supplies	\$4,414
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$219
Total year-to-date expenditures	\$12,423
2019-20 Unspent funds	\$23,785

*****Warning*****

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2019-20 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2019 through June 30, 2020.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	\$38,095
Transferred-in amount	\$0
2019-20 Total allocation	\$38,095
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$15,673
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$3,290
4000-4999 Books and supplies	\$2,685
5000-5999 Services and other operating expenditures	\$2,503
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$483
Total year-to-date expenditures	\$24,634
2019-20 Unspent funds	\$13,461

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2019-20 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2019-20 Title IV, Part A LEA available allocation	\$10,000
Indirect cost reservation	\$1,183
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title IV, Part A LEA adjusted allocation	\$8,817

*****Warning*****

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2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
Total LEA Reservations	\$1,183
2019-20 Title IV, Part A LEA adjusted allocation	\$8,817
Well-Rounded	7,054
Safe and Healthy Students	1,763
Effective Use of Technology	0
Carryover as of September 30, 2020	\$0

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2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Virginia
Homeless liaison last name	Burns
Homeless liaison title	Coordinator II, Student Support and Outreach
Homeless liaison email address (Format: abc@xyz.zyx)	VirginiaB@sutter.k12.ca.us
Homeless liaison telephone number (Format: 999-999-9999)	530-822-2969
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

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2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	09/01/2015
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	\$104,667
2019-20 Title I, Part A direct or indirect services to homeless children reservation	\$500
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$1
Homeless services provided (Maximum 500 characters)	bus passes, backpacks, and school supplies
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: September 9, 2020

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 2020

07/16/20-08/15/20

Description	Account Codes	Original Budget	Operating Budget	Actuals to Date	Projected Yr Totals	Difference (Col D - B)	2019-20 % Actuals as a % of Budget
		7/1/20 (A)	7/15/20 (B)	8/15/20 (C)	8/15/20 (D)	(E)	
A. Revenues							
1) Local Control Funding Formula	8010-8099	\$ 9,458,827	\$ 9,458,827	\$ 201,015	\$ 9,458,827	-	A 2.1%
2) Federal Revenues	8100-8299	\$ 3,827,177	\$ 4,569,416	\$ 62,271	\$ 5,613,356	1,043,940	B 1.4%
3) Other State Revenues	8300-8599	\$ 9,022,003	\$ 9,310,761	\$ -	\$ 9,438,353	127,592	C 0.0%
4) Other Local Revenues	8600-8799	\$ 13,810,295	\$ 13,149,569	\$ 34,088	\$ 13,152,105	2,536	D 0.3%
TOTAL REVENUES		\$ 36,118,302	\$ 36,488,573	\$ 297,374	\$ 37,662,641	\$ 1,174,068	0.8%
B. Expenditures							
1. Certificated Salaries	1000-1999	\$ 9,056,793	\$ 8,729,809	\$ 334,989	\$ 8,749,882	20,073	E 3.8%
2. Classified Salaries	2000-2999	\$ 11,659,568	\$ 11,361,233	\$ 536,488	\$ 11,452,896	91,663	F 4.7%
3. Employee Benefits	3000-3999	\$ 8,166,445	\$ 7,890,299	\$ 297,973	\$ 7,926,566	36,267	G 3.8%
4. Books and Supplies	4000-4999	\$ 988,575	\$ 1,025,207	\$ 69,648	\$ 1,433,321	408,114	H 6.8%
5. Services, Other Operation	5000-5999	\$ 4,004,070	\$ 4,719,100	\$ 762,234	\$ 5,276,201	557,101	I 16.2%
6. Capital Outlay	6000-6999	\$ 373,091	\$ 372,591	\$ 17	\$ 366,679	(5,912)	J 0.0%
7. Other Outgo	7100-7299	\$ 327,141	\$ 327,141	\$ -	\$ 327,141	-	K 0.0%
8. Direct Support/Indirect	7300-7399	\$ (81,100)	\$ (63,572)	\$ (3,828)	\$ (63,572)	-	L 6.0%
9. Debt Service	7400-7499	\$ -	\$ -	\$ -	\$ -	-	M 0.0%
TOTAL EXPENDITURES		\$ 34,494,583	\$ 34,361,808	\$ 1,997,521	\$ 35,469,114	1,107,306	5.8%
Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B9)							
		\$ 1,623,719	\$ 2,126,765	\$ (1,700,147)	\$ 2,193,527	\$ 66,762	-77.5%
D. Other Financing Sources/Uses							
1. Transfers In	8910-8979	\$ 54,785	\$ 16,000	\$ -	\$ 20,016	4,016	N 0.0%
2. Transfer Out	7610-7629	\$ 824,551	\$ 594,474	\$ -	\$ 594,474	-	O 0.0%
3. Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -	-	P 0.0%
Total, Other Fin Sources/Uses		\$ (769,766)	\$ (578,474)	\$ -	\$ (574,458)	\$ 4,016	0.0%
E. Net Change to Fund Balance							
		\$ 853,953	\$ 1,548,291	\$ (1,700,147)	\$ 1,619,069	\$ 70,778	
F. Fund Balance (Fund 01 only)							
1. Beginning Balance		\$ 12,722,779	\$ 12,722,779	\$ 12,722,779	\$ 12,722,779	-	
2. Adjustments/Restatements		\$ -	\$ -	\$ -	\$ -	-	
Ending Balance		\$ 13,576,732	\$ 14,271,070	\$ 11,022,632	\$ 14,341,848	\$ 70,778	
G. Components of Ending Fund Balance							
Designated Amounts	9711-9730	\$ 10,500	\$ 10,500		\$ 10,500	\$ -	
Legally Restricted	9740-9760	\$ 2,583,328	\$ 2,583,328		\$ 2,583,328	\$ -	
Assigned	9780	\$ 9,216,947	\$ 9,929,428		\$ 9,944,841	\$ -	
Restricted Economic Uncertainty	9789	\$ 1,765,957	\$ 1,747,814		\$ 1,803,179	\$ -	
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -	\$ -	

Explanation of Differences
Net Change in Current Year Budget August Board Report
07/16/2020-08/15/2020

	<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>		
Special Education	\$ 501,043	<i>Establishing budget for Coronavirus Relief Fund</i>
One Stop	\$ 182,448	<i>Establishing budget for Workforce Innovation and Opportunity Act Coronavirus Relief Fund and Veteran Grant</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 44,836	<i>Establishing budget for Coronavirus Relief Fund</i>
Student Support and Outreach (SSO)	\$ 84,598	<i>Establishing budget for Coronavirus Relief Fund and increasing budget to match 20/21 Award Allocation</i>
Regional Occupation Program (ROP)	\$ 113,890	<i>Establishing budget for Coronavirus Relief Fund</i>
Feather River Academy (FRA)	\$ 97,229	<i>Establishing budget for Coronavirus Relief Fund</i>
Pathways Charter Academy	\$ 19,896	<i>Establishing budget for Coronavirus Relief Fund</i>
	<u>\$ 1,043,940</u>	
C		
<u>Other State Revenues (8300-8599)</u>		
County Office	\$ 34,226	<i>Establishing budget for School Communications Interoperability Grant Program</i>
Special Education	\$ (4,361)	<i>Revising budget to match 20/21 Lottery revisions</i>
Regional Occupation Program (ROP)	\$ 99,320	<i>Establishing budget for State Learning Loss Mitigation Funds</i>
Feather River Academy (FRA)	\$ (1,593)	<i>Revising budget to match 20/21 Lottery revisions</i>
	<u>\$ 127,592</u>	
D		
<u>Other Local Revenues (8600-8799)</u>		
County Office	\$ 2,536	<i>Adjusting budget to match actuals</i>
	<u>\$ 2,536</u>	
E		
<u>Certificated Salaries (1000-1999)</u>		
Special Education	\$ (4,000)	<i>Adjusting budget to match actuals</i>
Student Support and Outreach (SSO)	\$ 5,532	<i>Establishing budget for Coronavirus Relief Fund</i>
Regional Occupation Program (ROP)	\$ 8,165	<i>Establishing budget for Coronavirus Relief Fund</i>
Feather River Academy (FRA)	\$ 10,376	<i>Establishing budget for Coronavirus Relief Fund</i>
	<u>\$ 20,073</u>	
F		
<u>Classified Salaries (2000-2999)</u>		
One Stop	\$ 45,197	<i>Establishing budget for Workforce Innovation and Opportunity Act Coronavirus Relief Fund and Veteran Grant</i>
Student Support Services	\$ 10,318	<i>Establishing budget for Coronavirus Relief Fund</i>
Feather River Academy (FRA)	\$ 22,718	<i>Establishing budget for Coronavirus Relief Fund</i>
Medi-Cal Administrative Activities (MAA)	\$ 13,430	<i>Adjusting budget to match actuals</i>
	<u>\$ 91,663</u>	
G		
<u>Employee Benefits (3000-3999)</u>		
County Office	\$ (3,516)	<i>Adjusting budget to match actuals</i>
One Stop	\$ 19,811	<i>Establishing budget for Workforce Innovation and Opportunity Act Coronavirus Relief Fund and Veteran Grant</i>

Explanation of Differences
Net Change in Current Year Budget August Board Report
07/16/2020-08/15/2020

	<u>Amount</u>	<u>Explanation of Differences</u>
Student Support and Outreach (SSO)	\$ 5,355	<i>Establishing budget for Coronavirus Relief Fund</i>
Regional Occupation Program (ROP)	\$ 1,835	<i>Establishing budget for Coronavirus Relief Fund</i>
Feather River Academy (FRA)	\$ 9,725	<i>Establishing budget for Coronavirus Relief Fund</i>
Medi-Cal Administrative Activities (MAA)	\$ 4,164	<i>Adjusting budget to match actuals</i>
Various departments	\$ (1,107)	<i>Miscellaneous Adjustments</i>
	<u>\$ 36,267</u>	
H		<u>Books and Supplies (4000-4999)</u>
County Office	\$ 8,692	<i>Increasing budget for technology purchase</i>
Special Education	\$ 285,644	<i>Establishing budget for Coronavirus Relief Fund and increasing budget for technology purchases</i>
One Stop	\$ 10,815	<i>Establishing budget for Workforce Innovation and Opportunity Act Veteran Grant and adjusting budget to match actuals</i>
Student Support and Outreach (SSO)	\$ 1,756	<i>Adjusting budget to match actuals</i>
Regional Occupation Program (ROP)	\$ 74,700	<i>Establishing budget for Coronavirus Relief Fund and State Learning Loss Mitigation Funds</i>
Feather River Academy (FRA)	\$ 15,001	<i>Establishing budget for Coronavirus Relief Fund</i>
Pathways Charter Academy	\$ 9,000	<i>Establishing budget for Coronavirus Relief Fund</i>
Infant Program	\$ 2,201	<i>Establishing budget for 19/20 Mini Grant</i>
Various departments	\$ 305	<i>Miscellaneous Adjustments</i>
	<u>\$ 408,114</u>	
I		<u>Services, Other Operations (5000-5999)</u>
County Office	\$ 101,350	<i>Establishing budget for School Communications Interoperability Grant Program and increasing budget to cover insurance costs</i>
Special Education	\$ 146,119	<i>Establishing budget for Coronavirus Relief Fund and adjusting budget for Regional Specialized Academic Instruction Program</i>
One Stop	\$ 97,869	<i>Establishing budget for Workforce Innovation and Opportunity Act Veteran Grant and State Learning Loss Mitigation Funds</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 57,848	<i>Establishing budget for Coronavirus Relief Fund and Improving Systems of Academic Behavioral Supports Grant</i>
Student Support and Outreach (SSO)	\$ 39,751	<i>Establishing budget for Coronavirus Relief Fund and increasing budget to match 20/21 Award Allocation</i>
Regional Occupation Program (ROP)	\$ 87,145	<i>Establishing budget for Coronavirus Relief Fund and adjusting budget to match actuals</i>
Feather River Academy (FRA)	\$ 18,121	<i>Establishing budget for new vehicle lease and Coronavirus Relief Fund</i>
Pathways Charter Academy	\$ 8,750	<i>Establishing budget for Coronavirus Relief Fund</i>
Various departments	\$ 148	<i>Miscellaneous Adjustments</i>
	<u>\$ 557,101</u>	
J		<u>Capital Outlay (6000-6999)</u>
County Office	\$ (5,912)	<i>Re-allocating budget for technology purchase</i>
	<u>\$ (5,912)</u>	
K		<u>Other Outgo (7100 - 7299)</u>
	<u>\$ -</u>	

Explanation of Differences
Net Change in Current Year Budget August Board Report
07/16/2020-08/15/2020

	<u>Amount</u>	<u>Explanation of Differences</u>
L Direct Support / Indirect (7300-7399)	<u>\$ -</u>	
M Debt Services (7400 - 7499)	<u>\$ -</u>	
N Transfers In (8910-8979)		
Feather River Academy (FRA)	\$ 4,016	<i>Increasing budget for new vehicle lease</i>
	<u>\$ 4,016</u>	
O Transfers Out (7610-7629)	<u>\$ -</u>	
P Contributions (8980-8999)	<u>\$ -</u>	
 Net Change in Current Year Budget	 \$ 70,778	

BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: September 9, 2020

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 July 31, 2020 from the County Treasurer will be presented.

Steven L. Harrah, CPA

Treasurer-Tax Collector



Christina N. Hernandez

Assistant Treasurer-Tax Collector

August 11, 2020

To: Sutter County Board of Supervisors
Sutter County Pooled Money Investment Board

Re: Sutter County Investment Portfolio Report for July 31, 2020

Following is the Sutter County Investment Portfolio report as of July 31, 2020. 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_2020.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 \$231,044,733 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$222,802,762 with \$65,207,033 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 900 days.

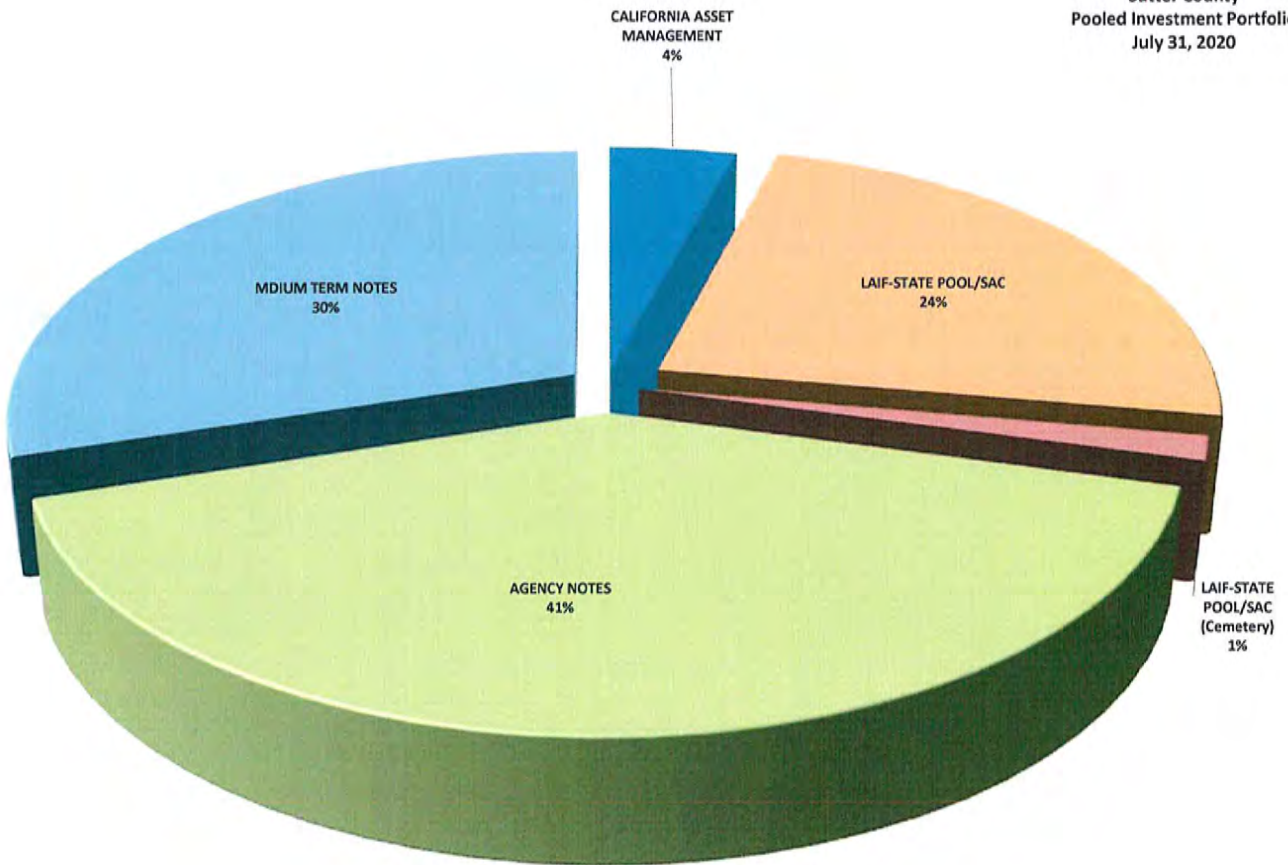
Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular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

Respectfully submitted,

A blue ink signature of Steven L. Harrah, CPA, written in a cursive style.

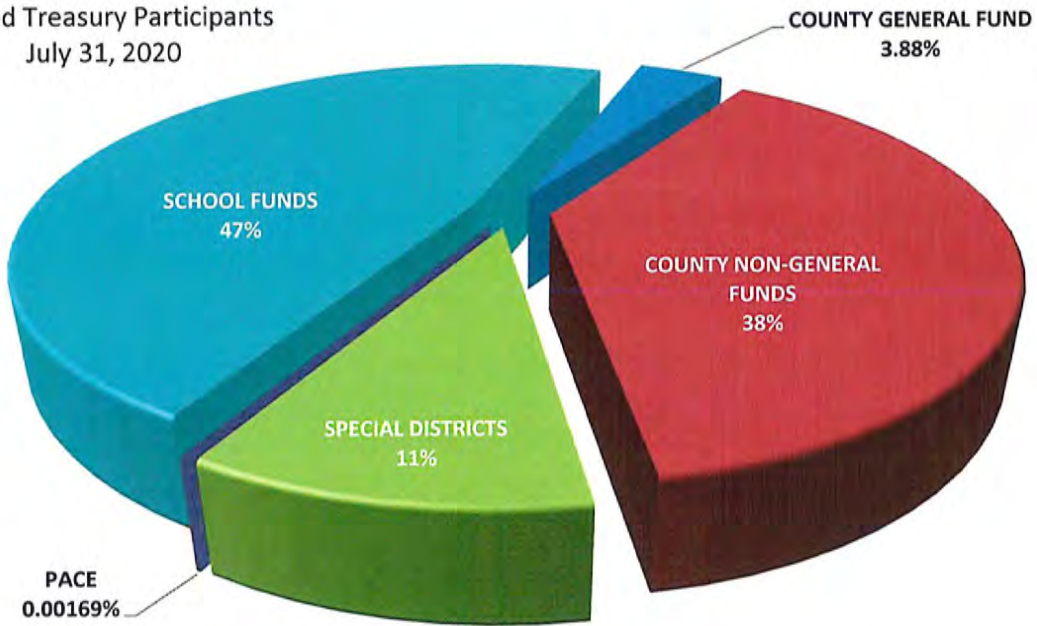
Steven L. Harrah, CPA
Treasurer and Tax Collector

Sutter County
Pooled Investment Portfolio
July 31, 2020



	<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	\$9,399,512.86	4.22%	4.28%	1	0.37%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	52,529,100.69	23.58%	23.93%	1	0.92%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,278,419.79	1.47%	-	1	0.92%
MEDIUM TERM NOTES	66,481,549.75	29.84%	30.28%	984	1.88%
AGENCY NOTES	<u>91,114,179.02</u>	<u>40.89%</u>	<u>41.51%</u>	<u>1,437</u>	<u>1,29%</u>
TOTAL MANAGED INVESTMENTS	\$222,802,762.11	100.00%		<u>1,149</u>	<u>1,54%</u>
LESS: LAIF FUNDS NOT POOLED	<u>3,278,419.79</u>	<u>1.47%</u>			
TOTAL POOLED INVESTMENTS	<u>\$219,524,342.32</u>	<u>98.53%</u>	<u>100.00%</u>	<u>1,148</u>	<u>1,55%</u>

Sutter County
Pooled Treasury Participants
July 31, 2020



The Pooled Treasury is comprised of 352 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.

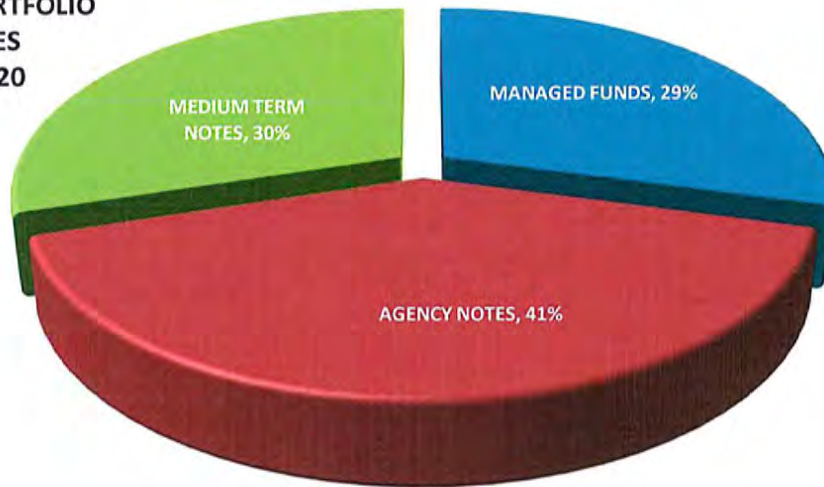
At the close of business July 31, 2020 pool participants' cash and investment balances consisted of the following:

COUNTY GENERAL FUND	4%
COUNTY NON-GENERAL FUNDS	38%
SPECIAL DISTRICTS	11%
SCHOOL FUNDS	47%

The pooled portfolio is comprised of three major classes of assets. At July 31, 2020 agency notes made up 41%, medium term notes represented 30% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 29%.

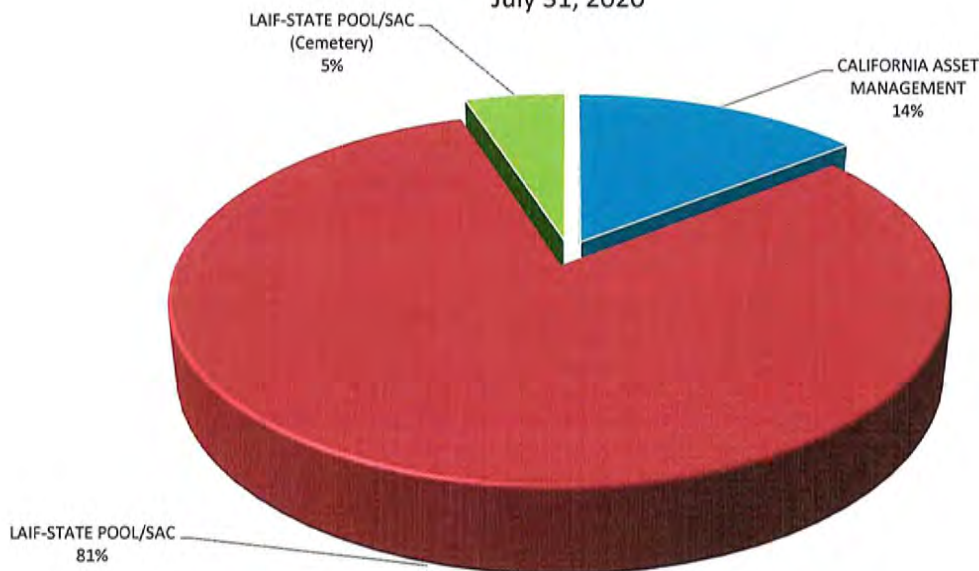
All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)

**SUTTER COUNTY
INVESTMENT PORTFOLIO
CATAGORIES
JULY 31, 2020**

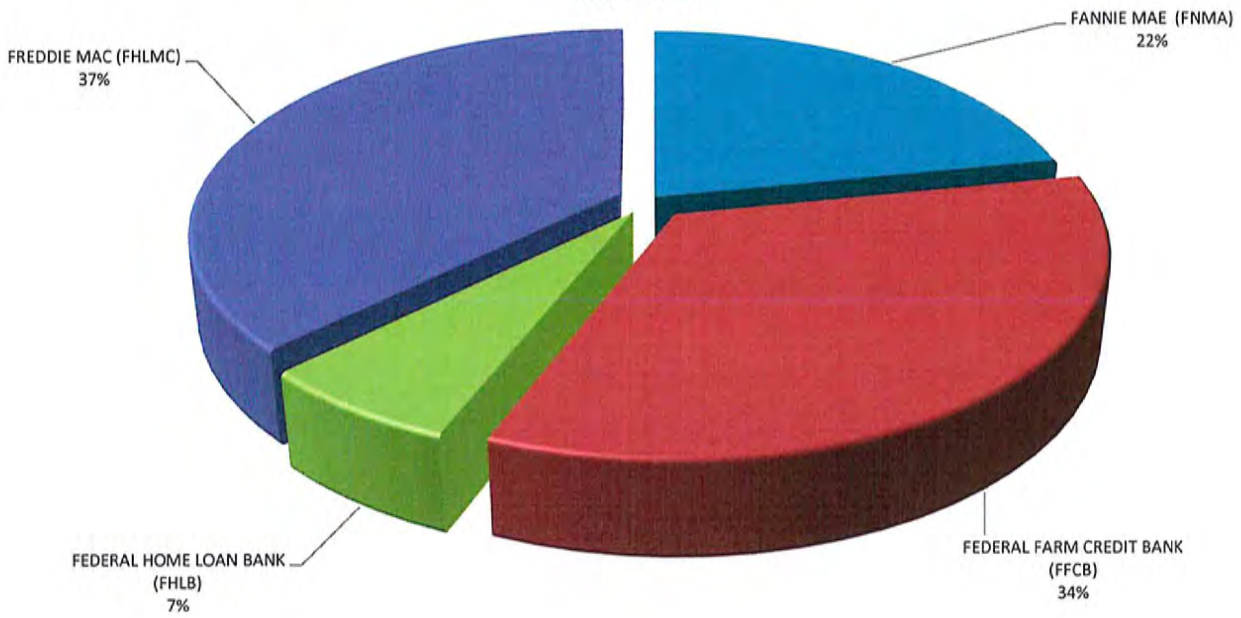


Within the three major classes of assets the portfolio is further diversified, again, operating within the constraints of California Government Code and the Sutter County Investment Policy. The following charts provide a quick glance of the make-up of each category.

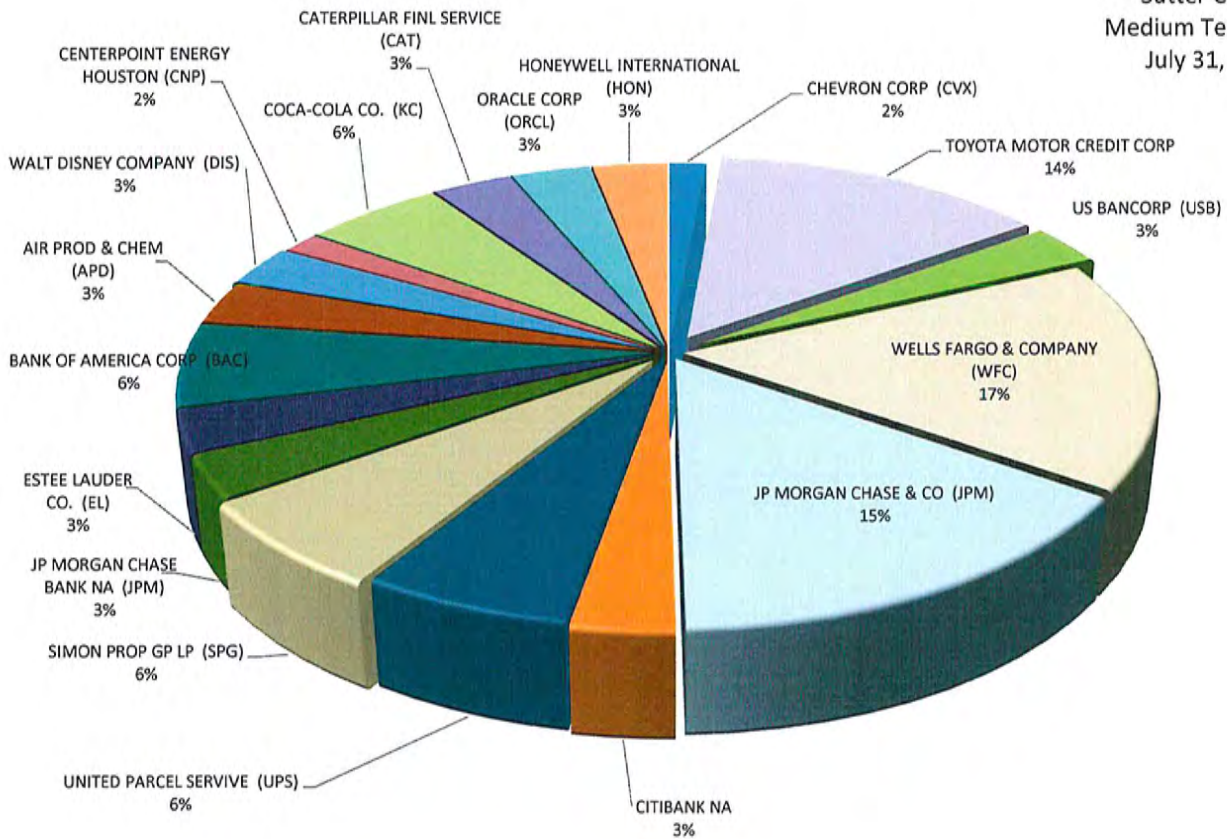
**Sutter County
Managed Funds
July 31, 2020**



Sutter County
Agency Notes
July 31, 2020

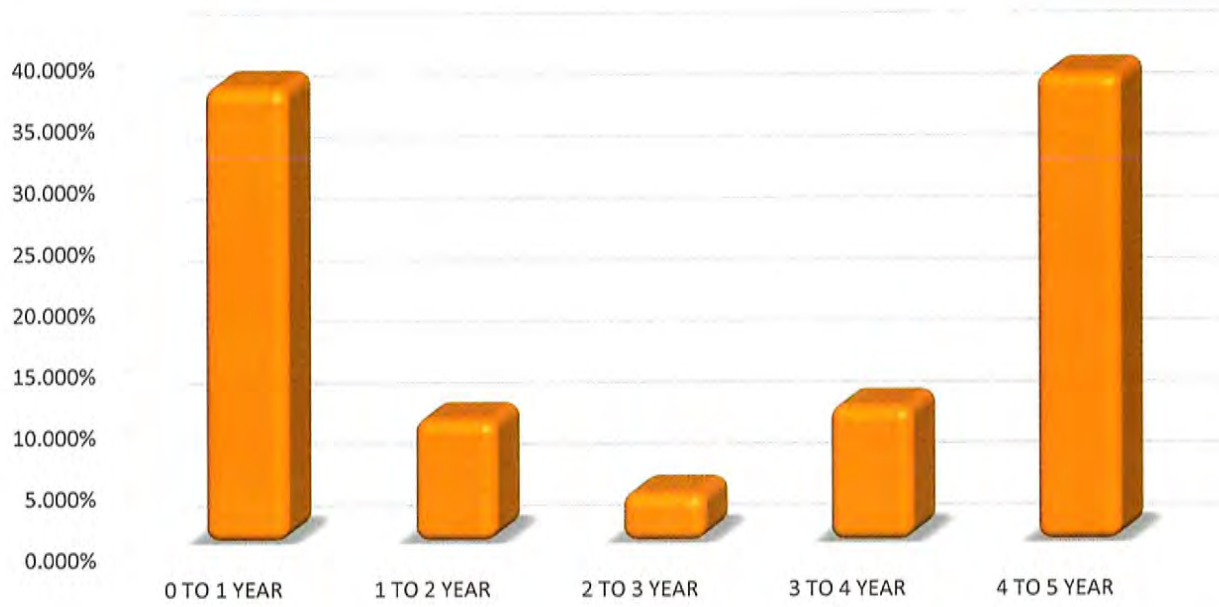


Sutter County
Medium Term Notes
July 31, 2020



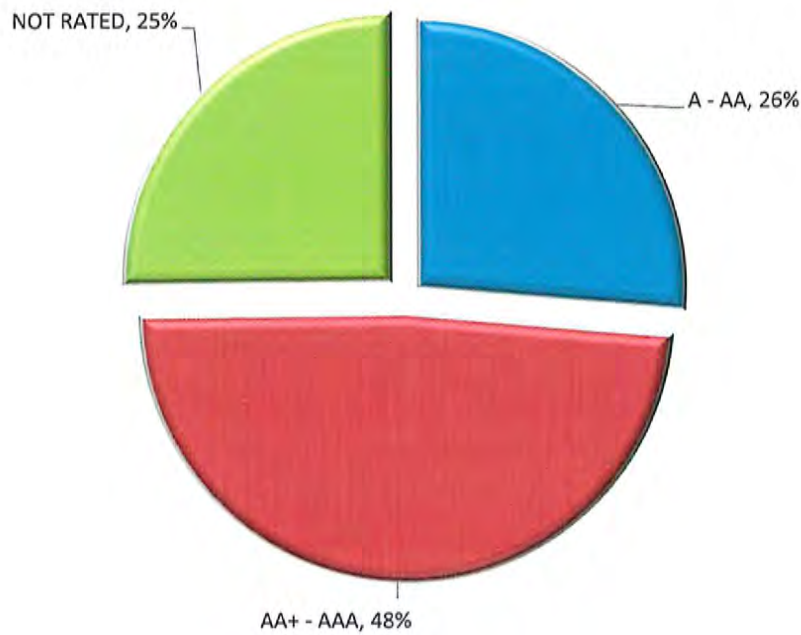
All investments conform to California Government Code §56301 with maturities of no more than five years.

Sutter County Pooled Portfolio Aging July 31, 2020



Investments in the pool must have and maintain a category rating of A or better, 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 July 31, 2020



**SUTTER COUNTY
INVESTMENT PORTFOLIO
July 31, 2020**



TREASURY NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	DATE	DATE	TOTAL DAYS	YIELD	RATE
						INVESTED	MATURES			
MANAGED FUNDS										
2020-00A	CALIFORNIA ASSET MANAGEMENT	0	9,399,512.86	9,399,512.86	9,399,512.86	N/A	N/A	N/A	0.37000%	0.37000%
2020-00B	LAIF-STATE POOL/SAC	0	52,529,100.69	52,529,100.69	52,529,100.69	N/A	N/A	N/A	0.92000%	0.92000%
2020-00C	LAIF-STATE POOL/SAC (Cemetery)	0	3,278,419.79	3,278,419.79	3,278,419.79	N/A	N/A	N/A	0.92000%	0.92000%
TOTAL MANAGED FUNDS			65,207,033.34	65,207,033.34	65,207,033.34					
AGENCIES NOTES										
2016-169/172	FEDERAL FARM CREDIT BANK (FFCB)	3133EGL60	3,996,319.28	4,084,360.00	4,000,000.00	11/29/16	11/29/21	1,826	1.72360%	1.76000%
2017-022	FANNIE MAE (FNMA)	3136G4MQ3	2,000,000.00	2,067,380.00	2,000,000.00	03/29/17	03/29/22	1,826	2.09928%	2.17000%
2019-129	FREDDIE MAC (FHLMC)	3134GUQT0	2,000,000.00	2,001,380.00	2,000,000.00	11/18/19	11/18/24	1,827	1.99960%	2.00000%
2019-155	FEDERAL FARM CREDIT BANK (FFCB)	3133ELDH4	3,999,179.74	4,013,080.00	4,000,000.00	12/16/19	12/16/22	1,096	1.70440%	1.71000%
2019-158	FREDDIE MAC (FHLMC)	3134GUD23	3,000,000.00	3,039,120.00	3,000,000.00	12/23/19	12/23/24	1,827	1.77680%	1.80000%
2019-161	FEDERAL HOME LOAN BANK (FHLB)	3130AHLR9	4,000,000.00	4,021,200.00	4,000,000.00	12/18/19	12/18/23	1,461	1.84020%	1.85000%
2020-002	FREDDIE MAC (FHLMC)	3134GUQ94	4,000,000.00	4,061,520.00	4,000,000.00	01/10/20	01/10/25	1,827	1.77270%	1.80000%
2020-044	FEDERAL HOME LOAN BANK (FHLB)	3130AJFB0	1,000,000.00	1,003,050.00	1,000,000.00	03/25/20	03/25/24	1,461	1.19540%	1.20000%
2020-045	FEDERAL FARM CREDIT BANK (FFCB)	3133ELUT9	3,125,000.00	3,129,281.25	3,125,000.00	03/26/20	03/26/25	1,826	1.29820%	1.30000%
2020-047	FEDERAL FARM CREDIT BANK (FFCB)	3133ELVA9	2,000,000.00	2,003,020.00	2,000,000.00	04/01/20	04/01/24	1,461	1.19820%	1.20000%
2020-052	FEDERAL FARM CREDIT BANK (FFCB)	3133ELWC4	2,000,000.00	2,001,140.00	2,000,000.00	04/09/20	04/09/25	1,826	1.14930%	1.15000%
2020-057	FREDDIE MAC (FHLMC)	3134GVJY5	2,000,000.00	2,000,460.00	2,000,000.00	04/17/20	04/16/25	1,825	0.99980%	1.00000%
2020-058	FREDDIE MAC (FHLMC)	3134GVKA5	2,000,000.00	2,000,740.00	2,000,000.00	04/17/20	04/16/25	1,825	1.19960%	1.20000%
2020-059	FREDDIE MAC (FHLMC)	3134GVKJ6	4,000,000.00	4,001,080.00	4,000,000.00	04/17/20	10/16/24	1,643	1.14970%	1.15000%
2020-062	FREDDIE MAC (FHLMC)	3134GVKG2	4,000,000.00	4,006,080.00	4,000,000.00	04/17/20	04/16/25	1,825	0.99850%	1.00000%
2020-103	FANNIE MAE (FNMA)	3136G4XE8	2,000,000.00	2,001,760.00	2,000,000.00	06/22/20	12/22/23	1,278	0.51950%	0.52000%
2020-104	FREDDIE MAC (FHLMC)	3134GVV62	1,000,000.00	1,000,510.00	1,000,000.00	06/30/20	06/30/25	1,826	0.79960%	0.80000%
2020-107	FEDERAL FARM CREDIT BANK (FFCB)	3133ELN67	4,000,000.00	4,000,280.00	4,000,000.00	06/23/20	06/23/21	365	0.21000%	0.21000%
2020-108	FEDERAL FARM CREDIT BANK (FFCB)	3133ELN75	4,000,000.00	4,000,080.00	4,000,000.00	06/23/20	12/23/21	548	0.23000%	0.23000%
2020-109	FREDDIE MAC (FHLMC)	3134GV2L1	4,000,000.00	4,000,880.00	4,000,000.00	06/30/20	06/30/25	1,826	7.69800%	0.77000%
2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	1,000,200.00	1,000,000.00	07/08/20	01/08/25	1,645	0.64990%	0.65000%
2020-123	FANNIE MAE (FNMA)	3136G4ZR7	4,000,000.00	4,001,880.00	4,000,000.00	07/21/20	07/21/25	1,826	0.06997%	0.70000%
2020-125/135	FEDERAL FARM CREDIT BANK (FFCB)	3133ELX25	7,997,880.00	7,996,720.00	8,000,000.00	07/29/20	01/22/24	1,272	0.47020%	0.47000%
2020-126	FREDDIE MAC (FHLMC)	3134GWAR7	4,000,000.00	4,000,840.00	4,000,000.00	07/21/20	07/21/25	1,826	0.74980%	0.75000%
2020-127	FREDDIE MAC (FHLMC)	3134GWDK9	4,000,000.00	4,000,760.00	4,000,000.00	07/29/20	07/29/25	1,826	0.71990%	0.72000%
2020-130	FANNIE MAE (FNMA)	3136G4ZA4	3,995,800.00	4,000,800.00	4,000,000.00	07/22/20	07/15/25	1,819	0.62140%	0.60000%
2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	4,003,520.00	4,000,000.00	07/30/20	07/20/25	1,816	0.64940%	0.65000%
2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	4,000,880.00	4,000,000.00	07/30/20	07/29/25	1,825	0.59999%	0.60000%
TOTAL AGENCY NOTES			91,114,179.02	91,442,001.25	91,125,000.00					

**SUTTER COUNTY
INVESTMENT PORTFOLIO
July 31, 2020**



TREASURY NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED DATE	MATURES DATE	TOTAL DAYS INVESTED	YIELD	RATE
2016-078	WELLS FARGO & COMPANY (WFC)	94986RN31	2,000,000.00	1,996,660.00	2,000,000.00	06/07/16	06/07/21	1,826	1.31950%	1.99888%
2016-187	US BANCORP (USB)	91159HHL7	2,000,551.96	2,016,880.00	2,000,000.00	12/16/16	01/29/21	1,505	2.33030%	2.35000%
2017-002	CHEVRON CORP (CVX)	166764BG4	998,510.83	1,012,190.00	1,000,000.00	01/09/17	05/16/21	1,588	2.07470%	2.10000%
2017-071	WELLS FARGO & COMPANY (WFC)	95000N2L2	2,000,000.00	1,986,100.00	2,000,000.00	06/27/17	06/27/22	1,826	1.01300%	1.00600%
2017-086	TOYOTA MOTOR CREDIT CORP	89236TEA9	2,000,000.00	1,975,560.00	2,000,000.00	08/03/17	06/26/22	1,788	2.15130%	2.12500%
2017-149	TOYOTA MOTOR CREDIT CORP	89236TEH4	2,000,000.00	2,006,820.00	2,000,000.00	12/07/17	06/07/21	1,278	2.24240%	2.25000%
2018-068	TOYOTA MOTOR CREDIT CORP	89236TEX9	1,000,000.00	998,580.00	1,000,000.00	05/22/18	04/26/21	1,070	0.44510%	0.44450%
2018-151	JP MORGAN CHASE & CO (JPM)	46647PAT3	3,997,795.86	4,012,680.00	4,000,000.00	11/23/18	06/18/22	1,303	0.09150%	1.53270%
2019-012	TOYOTA MOTOR CREDIT CORP	89236TFL4	1,999,795.14	1,999,940.00	2,000,000.00	01/30/19	09/28/20	576	0.05713%	1.81325%
2019-022	CITIBANK NA	17325FAR9	2,004,189.88	2,007,140.00	2,000,000.00	02/15/19	07/23/21	889	0.82660%	1.61300%
2019-025	WELLS FARGO & COMPANY (WFC)	949746SP7	4,018,428.20	4,014,800.00	4,000,000.00	03/04/19	02/11/22	1,075	1.37260%	1.40824%
2019-122	UNITED PARCEL SERVICE (UPS)	911312BT2	4,020,331.51	4,246,640.00	4,000,000.00	11/01/19	09/01/24	1,766	2.07220%	2.20000%
2019-123	SIMON PROP GP LP (SPG)	828807CR6	4,223,536.90	4,335,600.00	4,000,000.00	11/01/19	02/01/24	1,553	3.45970%	3.75000%
2019-132	JP MORGAN CHASE & CO (JPM)	46632FQP3	2,000,000.00	1,378,400.00	2,000,000.00	11/18/19	11/18/22	1,096	2.12290%	2.10000%
2019-136	JP MORGAN CHASE & CO (JPM)	48128GM49	4,000,000.00	4,012,200.00	4,000,000.00	11/19/19	11/27/24	1,835	2.29300%	2.30000%
2019-143	ESTEE LAUDER CO. (EL)	29736RAN0	2,004,868.10	2,123,380.00	2,000,000.00	12/10/19	12/01/24	1,818	1.88380%	2.00000%
2019-144	AIR PROD & CHEM (APD)	009158AV8	2,096,579.49	2,194,300.00	2,000,000.00	12/10/19	07/31/24	1,665	3.05340%	3.35000%
2019-148	CENTERPOINT ENERGY HOUSTON (CNP)	15189XAP3	1,000,000.00	1,011,400.00	1,000,000.00	12/10/19	06/01/21	539	1.82910%	1.85000%
2019-150	WALT DISNEY COMPANY (DIS)	254687FK7	1,983,366.53	2,094,800.00	2,000,000.00	12/10/19	08/30/24	1,725	1.67080%	1.75000%
2019-151	JP MORGAN CHASE BANK NA (JPM)	46632FQV0	2,000,000.00	1,977,200.00	2,000,000.00	12/19/19	06/19/23	1,278	2.07360%	2.05000%
2019-172	BANK OF AMERICA CORP (BAC)	06048WF62	3,994,594.68	3,988,320.00	4,000,000.00	01/03/20	12/13/24	1,806	2.25660%	2.25000%
2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	1,009,170.00	1,000,000.00	04/30/20	04/30/23	1,095	2.13050%	2.15000%
2020-075	WELLS FARGO & COMPANY (WFC)	95001D6W5	2,000,000.00	2,013,620.00	2,000,000.00	04/30/20	04/30/25	1,826	2.48310%	2.50000%
2020-078	COCA-COLA CO. (KC)	191216CN8	3,735,369.23	3,814,071.15	3,431,000.00	05/01/20	03/25/25	1,789	2.65370%	2.95000%
2020-079	TOYOTA MOTOR CREDIT CORP	89236TDK8	2,056,868.38	2,106,600.00	2,000,000.00	05/01/20	10/18/23	1,265	2.13610%	2.25000%
2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,163,776.00	2,217,420.00	2,000,000.00	05/01/20	06/09/24	1,500	2.97640%	3.30000%
2020-093	ORACLE CORP (ORCL)	68389XBT1	2,136,539.10	2,163,300.00	2,000,000.00	06/01/20	04/01/25	1,765	2.31130%	2.50000%
2020-096	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,046,447.96	2,069,520.00	2,000,000.00	06/04/20	06/01/25	1,823	1.30470%	1.35000%
TOTAL MEDIUM TERM NOTES			66,481,549.75	67,383,291.15	65,431,000.00			AVERAGE	1.54133%	1.54935%
TOTAL PORTFOLIO			222,802,762.11	224,032,325.74	221,763,033.34					

Sutter County Pool Treasury Portfolio
Transactions
For the Month ended

July 31, 2020

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received
MANAGED FUNDS									
2020-114	1604883	7/2/2020	LAIF	LAIF (2020-00B)	1.2170%		3,000,000.00		
2020-115	STMT	7/1/2020	CAMP	CAMP	0.5100%	7,313.41			7,313.41
2020-116	1605131	7/8/2020	LAIF	LAIF (2020-00B)	1.2170%		5,000,000.00		
2020-117	1605229	7/9/2020	LAIF	LAIF (2020-00B)	1.2170%		2,000,000.00		
2020-118	1605319	7/10/2020	LAIF	LAIF (2020-00B)	1.2170%		2,000,000.00		
2020-119	1605448	7/13/2020	LAIF	LAIF (2020-00B)	1.2170%		4,000,000.00		
2020-120	STMT	7/15/2020	LAIF	LAIF (2020-00B) DIVIDEND	1.3600%	202,051.02			202,051.02
2020-121	STMT	7/15/2020	LAIF	LAIF (2020-00C) DIVIDEND	1.3600%	11,021.64			11,021.64
2020-122	1607914	7/15/2020	LAIF	LAIF (2020-00B)	1.2170%	20,000,000.00			
2020-124	1608108	7/16/2020	LAIF	LAIF (2020-00B)	1.2170%	10,000,000.00			
2020-128	3119627	7/20/2020	CAMP	CAMP	0.5100%	2,000,000.00			
2020-129	1608389	7/21/2020	LAIF	LAIF (2020-00B)	1.2170%		4,000,000.00		
2020-131	3120353	7/21/2020	CAMP	CAMP	0.5100%		4,000,000.00		
2020-132	3122177	7/24/2020	CAMP	CAMP	0.5100%		2,000,000.00		
2020-133	1608990	7/29/2020	LAIF	LAIF (2020-00B)	1.2170%	3,000,000.00			
2020-138	3125116	7/30/2020	CAMP	CAMP	0.5100%		4,000,000.00		
2020-139	1609039	7/29/2020	LAIF	LAIF (2020-00B)	1.2170%		4,000,000.00		
2020-142	STMT	7/31/2020	LAIF	LAIF (2020-00B) DIVIDEND	1.3600%	16,449.67			
2020-143	STMT	7/31/2020	LAIF	LAIF (2020-00C) DIVIDEND	1.3600%	897.31			
						35,237,733.05	34,000,000.00		220,386.07

PURCHASES/SALES/CALLS/MATURITIES

2020-110	3130AJSF7	7/8/2020	VINING SPARKS	FEDERAL HOME LOAN BANK (FHLB)	0.6500%	1,000,000.00			
2019-173	3130AHU92	7/6/2020	CALL	FEDERAL HOME LOAN BANK (FHLB)	2.0500%		4,000,000.00		41,000.00
2020-069	3133ELWT7	7/21/2020	CALL	FEDERAL FARM CREDIT BANK (FFCB)	1.1500%		4,000,000.00		11,500.00
2020-123	3136G4ZR7	7/21/2020	FHN	FANNIE MAE (FNMA)	0.7000%	4,000,000.00			
2020-061	3133ELWJ9	7/16/2020	CALL	FEDERAL FARM CREDIT BANK (FFCB)	1.0500%		8,000,000.00		21,000.00
2020-125	3133ELX25	7/22/2020	FHN	FEDERAL FARM CREDIT BANK (FFCB)	0.4700%	4,000,000.00			
2020-126	3134GWAR7	7/21/2020	PIPER	FREDDIE MAC (FHLMC)	0.7500%	4,000,000.00			
2020-127	3134GWDK9	7/29/2020	PIPER	FREDDIE MAC (FHLMC)	0.7200%	4,000,000.00			
2020-070	3134GVLN8	7/17/2020	CALL	FREDDIE MAC (FHLMC)	1.1500%		2,000,000.00		5,750.00
2020-001	3134GUQ60	7/17/2020	CALL	FREDDIE MAC (FHLMC)	2.0500%		4,000,000.00		41,000.00
2020-130	3136G4ZA4	7/22/2020	VINING SPARKS	FANNIE MAE (FNMA)	0.6000%	3,995,800.00			
2020-134	3136G4G31	7/29/2020	VINING SPARKS	FANNIE MAE (FNMA)	0.6500%	4,000,000.00			
2020-135	3133ELX25	7/30/2020	FHN	FEDERAL FARM CREDIT BANK (FFCB)	0.4700%	3,997,880.00			
2020-136	3136G4D75	7/30/2020	FHN	FANNIE MAE (FNMA)	0.6000%	4,000,000.00			
						32,993,680.00	22,000,000.00	0.00	120,250.00

COUPONS

2019-022	17325FAR9	7/23/2020		CITIBANK	1.6309%				8,154.61
2018-068	89236TEX9	7/27/2020		TOYOTA MOTOR CREDIT	1.1914%				2,978.45
2016-187	91159HHL7	7/29/2020		US BANCORP	2.3500%				23,500.00
2019-144	009158AV8	7/31/2020		AIR PROD & CHEM (APD)	2.0370%				33,500.00
				Total coupons from bonds					68,133.06
				Total coupons received this period					408,769.13
								0.00	

Total portfolio activity **68,231,413.05** **56,000,000.00**

Reconciliation		
Total Change due to activity		12,231,413.05
Portfolio balance	June 30, 2020	210,571,349.06
Total Pool Portfolio	July 31, 2020	222,802,762.11

BOARD AGENDA ITEM: First Reading – Board Bylaw

BOARD MEETING DATE: September 9, 2020

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Superintendent Tom Reusser

PRESENTING TO BOARD:

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The following Board Bylaw is being presented for a first reading by the Sutter County Board of Education:

- BB 9270 – Conflict of Interest

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Conflict of Interest

The Sutter County Board of Education (Board) desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the county and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

(cf. 9005 - Governance Standards)

Upon direction by the code reviewing body (Sutter County Board of Supervisors), the Board shall review the Sutter County Superintendent of Schools (county) conflict of interest code and submit any changes to the code reviewing body.

When a change in the county's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing the county's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the county's conflict of interest code. A Board member who leaves office or a designated employee who leaves county employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or county employment. (Government Code 87302, 87500)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying

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conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the county to any course of action, or enters into any contractual agreement on behalf of the county. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Additional Requirements for Boards that Manage Public Investments

A Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18702.5)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the

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matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)

Conflict of Interest under Government Code 1090

Board members, employees, or county consultants shall not be financially interested in any contract made by the Board on behalf of the county, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the county is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a county employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)

A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or

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personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the county. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Non-school Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the county for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

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1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the county for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal Reference:

EDUCATION CODE

1006 Qualifications for holding office

35107 School district employees

35230-35240 Corrupt practices, especially:

35233 Prohibitions applicable to members of governing boards

41000-41003 Moneys received by school districts

FAMILY CODE

297.5 Rights, protections, and benefits of registered domestic partners

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

81000-91014 Political Reform Act of 1974, especially:

82011 Code reviewing body

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

91000-91014 Enforcement

PENAL CODE

85-88 Bribes

CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:

18702.5 Public identification of a conflict of interest for Section 87200 filers

COURT DECISIONS

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655

Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

ATTORNEY GENERAL OPINIONS

92 Ops.Cal.Atty.Gen. 26 (2009)

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92 Ops.Cal.Atty.Gen. 19 (2009)
89 Ops.Cal.Atty.Gen. 217 (2006)
86 Ops.Cal.Atty.Gen. 138(2003)
85 Ops.Cal.Atty.Gen. 60 (2002)
82 Ops.Cal.Atty.Gen. 83 (1999)
81 Ops.Cal.Atty.Gen. 327 (1998)
80 Ops.Cal.Atty.Gen. 320 (1997)
69 Ops.Cal.Atty.Gen. 255 (1986)
68 Ops.Cal.Atty.Gen. 171 (1985)
65 Ops.Cal.Atty.Gen. 606 (1982)
63 Ops.Cal.Atty.Gen. 868 (1980)

Management Resources:

CSBA PUBLICATIONS

Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

CSBA: <http://www.csba.org>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

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**Attachment A
Designated Positions**

The Government Code requires the conflict of interest code to identify positions which involve making or participating in decisions which may affect financial interests. For each position so designated, the code also must specify what category or categories of financial interests are to be reported.

1. Persons occupying the following positions are designated employees and must disclose financial interests in Category 1, Category 2, Category 3 and Category 4 defined in Attachment B.

Governing Board Members
Superintendent of Schools
Deputy Superintendent
Assistant Superintendents
Directors
Principals
Coordinators

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Attachment B
Disclosure Categories

Category 1

Persons in this category shall disclose all interests in real property within the jurisdiction. Real property shall be deemed to be within the jurisdiction if the property or any part of it is located within or not more than two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency.

(Government Code § 82035)

Persons shall not be required to disclose property used primarily as their residence.

(Government Code § 87206(f))

Category 2

Persons in this category shall disclose all investments. “Investment” means any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments, and any partnership or other ownership interest owned directly, indirectly, or beneficially by the officer or employee, or his or her immediate family, if the business entity or any parent, subsidiary, or otherwise related business entity has an interest in real property in the jurisdiction, or does business or plans to do business in the jurisdiction, or has done business within the jurisdiction at any time during the two years prior to the time any disclosure statement is required under this Code. No asset shall be deemed an investment unless its fair market value equals or exceeds two thousand dollars (\$2,000). The term “investment” does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, interest in a diversified mutual fund registered with the Securities and Exchange Commission under the Investment Company Act of 1940 or a common trust fund which is created pursuant to Section 1564 of the Financial Code, or any bond or debt instrument issued by any government or government agency. Investments of an individual include, a pro rata share of investments of any business entity, mutual fund, or trust in which the individual or immediate family owns, directly, indirectly, or beneficially, a ten percent (10%) interest or greater. (Government Code § 82034)

Category 3

Persons in this category shall disclose all income except as provided in subsection (b).

(a) “Income” means, except as provided in subdivision (b), as payment received, including but not limited to any salary, wage, advance, dividend, interest, rent, proceeds from any sale, gift, including any gift of food or beverages, loan, forgiveness or payment of indebtedness received by the officer or employee, reimbursement for expenses, per

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diem, or contribution to an insurance or pension program paid by any person other than an employer, and including any community property interest in the income of a spouse. Income also includes an outstanding loan. Income of an individual also includes a pro rata share of any income of any business entity or trust in which the individual or spouse owns, directly, indirectly, or beneficially, a ten percent (10%) interest or greater.

“Income,” other than a gift, does not include income received from any source outside the jurisdiction and not doing business within the jurisdiction, not planning to do business within the jurisdiction, or not having done business within the jurisdiction during the two years prior to the time a disclosure statement is required.

(b) “Income” also does not include:

(1) Campaign contributions required to be reported under Chapter 4 of Title 9 [of the Government Code], commencing with § 84100.

(2) Salary and reimbursement for expenses or per diem received from a state, local, or federal government agency, and reimbursement for travel expenses and per diem received from a bona fide nonprofit entity exempt from taxation under § 501(c)(3) of the Internal Revenue Code.

(3) Any devise or inheritance.

(4) Interest, dividends, or premiums on a time or demand deposit in a financial institution, shares in a credit union or any insurance policy, payments received under any insurance policy, or any bond or other debt instrument issued by any government or governmental agency.

(5) Dividends, interest, or any other return on a security which is registered with the Securities and Exchange Commission of the United States government or a commodity future registered with the Commodity Futures Trading Commission of the United States government, except proceeds from the sale of these securities and commodities futures.

(6) Redemption of a mutual fund.

(7) Alimony or child support payments.

(8) Any loan or loans from a commercial lending institution which are made in the lender’s regular course of business on terms available to members of the public without regard to official status.

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(9) Any loan from or payments received on a loan made to an individual's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, uncle, aunt, or first cousin, or the spouse of any such person, provided that a loan or loan payment received from any such person shall be considered income if he or she is acting as an agent or intermediary for any person not covered by this paragraph.

(10) Any indebtedness created as part of a retail installment or credit card transaction if made in the lender's regular course of business on terms available to members of the public without regard to official status.

(11) Payments received under a defined benefit pension plan qualified under Internal Revenue Code § 401(a).

(12) Proceeds from the sale of securities registered with the Securities and Exchange Commission of the United States government or from the sale of commodities futures registered with the Commodity Futures Trading Commission of the United States government if the officer or employee sells the securities or the commodities futures on a stock or commodities exchange and does not know or have reason to know the identity of the purchaser. (Government Code § 82030)

Category 4

Persons in this category shall disclose the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, in which he or she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's or officer's position with the business entity. (2 California Code Regulations § 18730(b)(7)(D))