

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Thursday, June 22, 2023 - 5:30 p.m.

Sutter County Superintendent of Schools Office

970 Klamath Lane – Board Room

Yuba City, CA 95993

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

5:30 p.m.

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Roll Call of Members:

June McJunkin, Trustee Area 2, President

Victoria Lachance, Trustee Area 5, Vice President

Gurv Pamma, Trustee Area 1, Member

Kash Gill, Trustee Area 3, Member

Harjit Singh, Trustee Area 4, 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 Shady Creek Outdoor School Update

Chris Little (Yeti), Director of Shady Creek Outdoor School, will give an update on the school.

6.0 Universal Pre-Kindergarten (UPK) Mixed Delivery Grant

Brian Gault and Tonya Byers

The UPK Mixed Delivery Grant provides funding on a non-competitive basis to LPCs and Resource and Referral Agencies to partner with all LEAs in the county that received funding pursuant to the California PreK Planning and Implementation Grant Program.

7.0 2023-2024 SCSOS Annual Plan for Support – Brian Gault

Beginning with the 2018–19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing this article and present the summary to the county board of education at the same public meeting required under Ed Code paragraph (2) of subdivision (b) of Section 52068.

- 8.0 Pathways Charter Academy 2022/2023 Local Indicators
Brian Gault

The Pathways Charter Academy requires an annual review of the local indicators for priorities 1, 2, 3, 6 and 7.

- 9.0 Sutter County Superintendent of Schools 2022/2023 Local Indicators - Brian Gault

The Sutter County Superintendent of Schools Dashboard requires an annual review of the local indicators for priorities 1, 2, 3, 6, 7, 9 and 10.

- 10.0 Adoption of Sutter County Superintendent of Schools' 2023-2024 Local Control and Accountability Plan (LCAP)
Brian Gault **[Action Item]**

The proposed 2023-2024 Local Control and Accountability Plan (LCAP) for Sutter County Superintendent of Schools is being presented for adoption.

- 11.0 Adoption of the Pathways Charter Academy 2023-2024 Local Control and Accountability Plan (LCAP)
Brian Gault **[Action Item]**

The proposed 2023-2024 Local Control and Accountability Plan (LCAP) for Pathways Charter Academy is being presented for adoption.

- 12.0 Adoption of the 2023-2024 Sutter County Superintendent of Schools' Budget – Nic Hoogeveen **[Action Item]**

The proposed 2023-2024 Sutter County Superintendent of Schools' Budget is being presented for adoption.

- 13.0 Annual Declaration of Need for Fully Qualified Educators (2023-2024)
Superintendent Tom Reusser

The Declaration of Need for Fully Qualified Educators must be

on file with the Commission on Teacher Credentialing before emergency permits can be issued to the Sutter County Superintendent of Schools Office.

- 14.0 Business Services Report
 - 14.1 Quarterly Report of Surplus Property – Ron Sherrod
- 15.0 Request for Allowance of Attendance Form J-13A
Ron Sherrod [**Action Item**]

Approve and sign the Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A, to obtain approval of attendance and instruction time credit from the California Department of Education.

- 16.0 The following Board Bylaws are Presented for a First Reading
Maggie Nicoletti
 - Board Bylaw 9270, Conflict of Interest
 - Board Bylaw 9320, Meeting Notices

17.0 Items from the Superintendent/Board

18.0 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.

BOARD AGENDA ITEM: Shady Creek Outdoor School Update

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Christopher Little

Reports/Presentation

SUBMITTED BY:

Information

Christopher Little

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Christopher (Yeti) Little

BACKGROUND AND SUMMARY INFORMATION:

Christopher (Yeti) Little, Director of Shady Creek Outdoor School, will present an update to the Board.

BOARD AGENDA ITEM: Universal Prekindergarten (UPK) Mixed Delivery Grant

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 Action

Tonya Byers

 x Reports/Presentation

SUBMITTED BY:

 Information

Brian Gault

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Tonya Byers and Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The UPK Mixed Delivery Grant provides funding on a non-competitive basis to LPCs and Resource and Referral Agencies to partner with all LEAs in the county that received funding pursuant to the California PreK Planning and Implementation Grant Program to plan for their county's expansion of UPK through the mixed-delivery system, to create alignment and coordination of the template plans submitted for consideration, engage with providers across the mixed delivery system, and to conduct the other required activities of this grant.

We are required to develop an initial plan regarding grant activities for consideration by the governing board of the county office of education (COE) at a public meeting on or before June 30, 2023, for how all four-year-old children and an increased number of at-promise three-year-old children in the county may access full-day learning programs before kindergarten that meet the needs of parents, including through partnerships with the universal preschool programs in the mixed-delivery system and expanded learning offerings.



Yuba-Sutter UPK Mixed Delivery Grant Board Presentation June 21, 2023

Presented By:

Tonya Byers, LPC/QCC Coordinator

Child Care Planning Council of Yuba & Sutter Counties



Sutter County Superintendent
of Schools



**Child Care
Planning Council**
of yuba and sutter counties

YCOE
Better Together

Background

The UPK Mixed Delivery Planning Grant is part of the overarching expansion of UPK in California, which is supported through several funding streams. This includes the California PreKindergarten (PreK) Planning and Implementation Grant Program. The California PreK Planning and Implementation Grant Program was established with the goal of expanding access to classroom-based PreK programs at LEAs and to support costs associated with planning and implementing UPK. The UPK Mixed Delivery Grant provides funding on a non-competitive basis to LPCs and R&Rs to partner with all LEAs in the county that received funding pursuant to the California PreK Planning and Implementation Grant Program to plan for their county's expansion of UPK through the mixed-delivery system, to create alignment and coordination of the template plans submitted for consideration, and to conduct the required activities of this grant.



Source: CDE EED, UPK Planning and Implementation Grant Template



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YCOE
Better Together

Required Activities

Create a local workgroup with the entities listed in statute *EC 8320*

Develop a plan for consideration by the governing board or body of the county office of education (COE) at a public meeting on or before June 30, 2023, for how all four-year-old children and an increased number of at-promise three-year-old children in the county may access full-day learning programs before kindergarten that meet the needs of parents, including through partnerships with the universal preschool programs in the mixed-delivery system and expanded learning offerings.

Source: CDE EED



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Required Activities

Partner to plan for, align and coordinate the plans, and conduct the activities described below with all local educational agencies (LEAs) in the county that received funding pursuant to the California PreKindergarten Planning and Implementation (P&I) Grant Program

- Partner to plan for the provision of high-quality UPK options for three- and four-year-old children through a mixed-delivery system that ensures access to high-quality, full- and part-day learning experiences, coordinated services, and referrals for families to access health and social-emotional support services. Indicators of quality shall meet California *Education Code (EC)* Section 8203 and be regulated by Title 5
- Partner to plan for increasing inclusion of children with exceptional needs in UPK
- Partner to plan for the support of the workforce and the teacher pipeline
- Partner to plan for providing outreach services and enrollment support for families of three- or four-year-old children to meet family needs and provide those children with high-quality, full- and part-day learning experiences

Source: CDE EED



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Pertinent Definitions

“Mixed-delivery system” means a system of early childhood education services that is delivered through a variety of providers, programs, and settings, including Head Start agencies or delegate agencies funded under the Head Start, public, private, or proprietary agencies, including community-based organizations (CBOs), public schools, and LEAs that offer center-based child care and preschool Pre-K programs, tribal child care and preschool Pre-K, and family child care through a Family Child Care Home Education Network (FCCHEN).

“Universal preschool” means those programs that offer part-day or full-day, or both, educational programs for three- and four-year-old children and may be offered through a mixed-delivery system.

“High quality” refers to programs those programs that meet the indicators of quality that are codified in *EC* Section 8203 and regulated through Title 5.

Source: CDE EED



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Implementation Elements – COE/LEAs & LPC

- Planning Focus Areas
 - Focus Area A - Vision and Coherence
 - Focus Area B - Community Engagement and Partnerships
 - Focus Area C - Workforce Recruitment and Professional Learning
 - Focus Area D - Curriculum, Instruction, and Assessment
 - Focus Area E - Facilities, Services, and Operations

Source: CDE EED



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Mixed Delivery Action Steps

- Assessing the parental preferences and the need for access to available high-quality UPK through a mixed-delivery system for three- and four-year-old children in the county or region by program type.
- Establishing or strengthening partnerships with other providers of early childhood education services and FCCHENs within the county or region's mixed-delivery system and with tribal partners to ensure that high-quality options for UPK, including inclusive PreK programs and multilingual programs, are available for three- and four-year-old children.
- Engaging in community-level coordination and planning with agencies participating in the county or region's mixed-delivery system for the implementation of high-quality UPK options. This may include activities to coordinate the single working group required by statute in *EC* Section 8320.

Source: CDE EED



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Mixed Delivery Action Steps

- Planning and coordination with special education local and regional partners, including regional centers and LEAs, to plan for three- and four-year-old children with disabilities in the county or region to have access to UPK through the mixed-delivery system in the least restrictive environment.
- Partnering with the local Quality Counts California to plan for the use of funds and support needed for workforce development, coaching, and other quality improvement activities to support the expansion of high-quality UPK in the mixed-delivery system, as defined in *EC* Section 8320.

Source: CDE EED



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Looking Ahead

Initial plan must be presented to the Boards of Education by June 30, 2023.

Initial meetings:

- April 4, 2023
- May 2, 2023
- June 1, 2023

2023-2025 Ongoing Activities

- Detailed discussion of current resources and continued needs for each plan focus area
- Data collection
- Stakeholder input
- Planning for LEA and community coordination and collaboration opportunities
- Planning for program/workforce supports

**Meeting schedule to be determined by workgroup survey.



Looking Ahead

Initial findings:

- State support/guidance needed to support requirements and policies, special education, behavior support, implementation of before/after-school options
- Interest in leveraging existing and new services within communities
- Support for TK/K combination classrooms/programs
- Need for greater awareness of community resources for 0-5 and school age children and their families
- Shared professional development between TK/K and early education providers; Professional development needed in behavior support, effective adult-child interactions, developmentally appropriate curriculum
- Coordination with special education
- Curriculum, instruction and assessment support for TK
- Training for ELOP/before-after school staff
- Transportation between programs/services families may be accessing for extended care
- Safety concerns with younger children on school campus
- Family and community education regarding UPK options



QUESTIONS??



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BOARD AGENDA ITEM: SCSOS 2023-24 Differentiated Assistance Support Plan

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Kristi Johnson

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Kristi Johnson & Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Beginning with the 2018–19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing this article and present the summary to the county board of education at the same public meeting required under paragraph (2) of subdivision (b) of Section 52068. The summary shall include, but is not necessarily limited to, all of the following:

(A) A description of how the county superintendent of schools will support the continuous improvement of all school districts within the county, including steps that the county superintendent of schools plans to take to collaborate with the California Collaborative for Educational Excellence, the department, the lead agencies specified in Sections 52073 and 52073.1, and other county superintendents of schools to support school districts and schools within the county in implementing this article.

(B) A description of how the county superintendent of schools will assist each school district identified for technical assistance pursuant to subdivision (c) of Section 52071 in improving pupil outcomes, including, at a minimum, clearly identifying the activities being performed by the county office of education and the source of funding for those activities. This description shall include the actions the school district will take independent of the county superintendent of schools to improve pupil outcomes pursuant to paragraph (3) of subdivision (c) of Section 52071.

Commencing with the 2019–20 fiscal year and in each fiscal year thereafter, the county superintendent of schools shall submit the summary described in this subdivision with its local control and accountability plan pursuant to subdivision (a) of Section 52070.5.

The 2023-24 Annual Plan is being presented for your information.



Sutter County Superintendent of Schools
2023-2024
Annual Summary Report



**CALIFORNIA COUNTY
SUPERINTENDENTS**

Local Context (Optional)

The Sutter County Superintendent of Schools Office has an outstanding staff dedicated to delivering successful solutions to the challenges of our local and regional partners by providing innovative support and services to promote education and self-sufficiency. SCSOS provides these services to more than 20,000 public school students located within 12 school districts and 9 charter schools. Services and programs include:

- Budget oversight and assistance
- Local Control Accountability Plan (LCAP) approval and technical assistance
- Special and alternative education programs
- Career Technical Education
- Tri-County Induction Program
- Special Education Local Plan (SELPA)
- Curriculum/Instruction/Assessment support
- Federal and State compliance for Sutter County Districts
- Medical Reimbursements to Districts (MAA)
- Credentials and Substitute teachers for Colusa, Sutter and Yuba Counties
- Student Attendance Review Board (SARB)
- Homeless and Foster Youth Services and support to districts
- Countywide staff development
- Countywide technology support
- Other supporting roles to enhance an excellent customer service agency to complement and supplement our Sutter County public school districts.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of *California Education Code (EC) 52066* and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Metric	Action
All LEAs attend technical assistance meetings	<ol style="list-style-type: none"> 1. Provide Systems of Support and drop-in technical assistance sessions for district leaders to attend for instruction and questions regarding LCAP development. 2. Provide drop-in or on-call technical assistance opportunities for LEA leaders to ask questions regarding LCAP components and requirements. 3. Review LCAP drafts and provide feedback between March - June 2024. 4. Provide one-on-one support, as needed.
Survey LEA leaders to measure the level of effectiveness of support and information.	<ol style="list-style-type: none"> 1. Agendize LCAP items/updates for Superintendent Meetings, Systems of Support, and Curriculum Breakfasts 2. Provide ongoing information, updates, and training to superintendents and other LEA leaders related to LCAP, state priorities, and student groups. 3. Provide professional learning opportunities focused on State and Local Indicators, LCAP template changes, and LCAP template components.
All LCAPs approved and uploaded to the county webpage by September 15.	<ol style="list-style-type: none"> 1. Review Board Approved LCAPs in June, July and August, and work with LEA leaders to ensure that all LCAPs are approvable by the County Superintendent.

EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

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

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve a LCAP.
2. When a district requests support.

Metric	Action
Survey to determine the effectiveness of technical support provided as well as engagement in the continuous improvement process.	<p>When the County Superintendent does not approve an LCAP.</p> <ol style="list-style-type: none"> 1. Sutter County Superintendent of Schools (SCSOS) assigns a contact person from both the program side (Ed Services) and fiscal side (Business Services). 2. Contact persons arrange several meetings to provide guidance and support to the LEA. 3. LEA and SCSOS remain in close contact and communication regarding the elements needed to submit an approvable LCAP.
Survey to determine the effectiveness of technical support provided as well as engagement in the continuous improvement process.	<p>When a district requests support.</p> <ol style="list-style-type: none"> 1. Invite all LEAs, including charters, in the Continuous Improvement Network, regardless of identification for differentiated assistance. 2. LEAs not qualified for Differentiated Assistance (DA) still go through a continuous improvement process that includes the identification of strengths and weaknesses through state and local data analysis, determination of root causes, identification of evidence-based practices, and determination and implementation of progress monitoring tools. 3. LEAs can choose from varying levels of support from SCSOS. Engagement with SCSOS is dependent on the LEA's context and needs.

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts pursuant to subdivision (c) of *EC Section 52071*.

Actions	Source of Funding
<p>Senior Director of Educational Services and Continuous Improvement Coordinator will:</p> <ol style="list-style-type: none"> 1. Work with district leaders to review and analyze current state and local data to identify systems level strengths and weaknesses and performance gaps. 2. Continuous Improvement Coordinator will compile and analyze state data. 3. Professional development will be targeted to support identified areas of growth. 4. Provide district leaders with support in conducting the LEA Self- Assessment to identify systems-level strengths and weaknesses. 5. Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.). 6. Introduce the Continuous Improvement Cycle to districts to determine root causes. 7. Work with district leaders to draft LCAP goals that align to root causes. 8. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes. 9. Provide district leaders with tools to identify change ideas, evidenced- based practices and inventory, and create Actions and Services in their LCAP to address root causes. 10. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. 11. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis. 12. Survey and meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps. 	<p>DA Funding</p>
<ol style="list-style-type: none"> 1. Host improvement Science 101 session for all districts in July 2023 2. Support the Continuous Improvement Process through individualized support sessions using Improvement Science tools and methodology for interested districts 	<p>DA Funding</p>

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

Not Applicable

<p style="text-align: center;">Level 2 Differentiated Assistance Individually designed assistance to address identified performance gaps among student groups If LCAP is not approved or district fails to improve student achievement across one or more state priority for one or more student groups (DA/CSI/TSI/ATSI)</p>		
<p style="text-align: center;">Technical Assistance</p> <ul style="list-style-type: none"> • Implementation and monitoring the impact of actions identified in the LCAP • Initial data analysis and identification of strengths and weaknesses • Review Plan Summary • District progress on the Dashboard • Systems analysis and identification of systems level strengths and weaknesses • Identification of Problems of Practice and completion of Root Cause Analysis • Synthesis of Finding and Action Planning • Improvement Science- focused on LEAs specific circumstances but designed to build capacity within the LEA and across the county 	<p style="text-align: center;">Chronic Absenteeism Support</p> <ul style="list-style-type: none"> • Provide a probation officer to directly support Level 2 districts and other districts as appropriate with monitoring and support of students identified as being chronically absent <ul style="list-style-type: none"> ○ 1- DA Funded 	<p style="text-align: center;">Curriculum Support</p> <ul style="list-style-type: none"> • Possible financial support for identified Level 2 district(s) for the purchase of research-based intervention (services, content, etc.) to support identified schools. Needs to be determined through a root cause analysis conducted in partnership between LEA and SCSOS DA Team.

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
Attendance at professional learning sessions. Evaluation/survey results from professional learning sessions.	<ol style="list-style-type: none"> 1. Refine and align professional development offerings and LEA needs around academic, behavioral, and social-emotional student outcomes. 2. Educational Services, specifically the CIA department, and SELPA staff provide professional development related to academic outcomes. 3. Student Support and Outreach (SSO) and SELPA staff provide professional development related to behavioral and social-emotional outcomes. 4. CIA, SSO, and SELPA staff collaborate to provide integrated professional development opportunities.
Implementation surveys post-professional development.	<ol style="list-style-type: none"> 1. Provide professional development on continuous improvement strategies during monthly Superintendent' Meetings, PLC and System of Support sessions. 2. Utilize continuous improvement tools when providing professional development and technical assistance.
Review of LCAP Goals, Actions and other required plans. Review of LEA Annual Updates and progress on local metrics.	<ol style="list-style-type: none"> 1. The Educational Services Assistant Superintendent, Senior Director and Continuous Improvement Coordinator will review LCAP Goals and Actions, and other required plans. 2. The Educational Services Assistant Superintendent, Senior Director and Continuous Improvement Coordinator will review district Annual Updates.
Participation in ELOP Consortium Participation in ELOP Lead Meetings	<ol style="list-style-type: none"> 1. Provide technical assistance to districts operating Expanded Learning Opportunities Programs to support and provide enriching academic and enrichment experiences for students 2. Provide information and updates from CDE related to Expanded Learning Programs to improve implementation efforts and support identified student groups.

Metric	Action
<p>Number of documented engagement opportunities with families regarding attendance</p> <p>Attendance and Chronic Absenteeism Rates for participating districts.</p>	<ol style="list-style-type: none"> 1. Provide a Probation Officer dedicated to improving attendance and outreach to districts identified for Differentiated Assistance as well as districts with attendance data that puts them at risk for identification.

EC Sections 52059.5–52077,

[https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5)

[5.](#)

Level 1

Support for All LEAs and Schools

Resources, tools and voluntary assistance that all LEAs can use to improve student performance and narrow gaps in performance among student groups across the LCFF priorities

<p>Professional Development by SCSOS</p> <ul style="list-style-type: none"> • Standards implementation • Address Learning Loss/Accelerate Learning • Lesson design/planning (UDL) • Demo lessons/co-teaching • Data Analysis • Teacher observation/feedback cycles • PLC support/facilitation • Cross grade articulation • Cross district articulation • Framework Rollouts/Study • Curriculum review • Adoption/pilot support • Technology integration 	<p>System of Support</p> <ul style="list-style-type: none"> • State and Federal updates <ul style="list-style-type: none"> ○ LCAP ○ Dashboard ○ ESSA ○ Development of State and Federal Plans and associated funding allocations • Dashboard Support <ul style="list-style-type: none"> ○ Primary analysis of data ○ Countywide data analysis • Participation in local opportunities <ul style="list-style-type: none"> ○ Spelling Bee ○ Educators of the Year Recognition 	<p>Contracted Services</p> <ul style="list-style-type: none"> • 6 days with Theresa Hancock to support LEAs with the mitigation of learning loss and acceleration of academic language through <i>High 5 for All</i>
<p>Facilitated Cadre Support</p> <ul style="list-style-type: none"> • English learners • Teachers of Mathematics Series • New Teacher Support Series • TK Learning and Collaboration Network • Paraprofessional Series • Science of Reading Series 	<p>Administrative Instructional Leadership</p> <ul style="list-style-type: none"> • Curriculum Breakfast • Small district PLC • Personalized administrative support 	<p>Coordination of County Wide Professional Development Opportunities</p> <ul style="list-style-type: none"> • Contracting with outside national speakers • Coordination of services and resources
<p>Continuous Improvement Support</p> <ul style="list-style-type: none"> • Improvement Science 101 for All • Continuous improvement cycles to support districts identified for Differentiated Assistance and those interested in general improvement efforts 	<p>Coordination of County Wide Professional Development Opportunities</p> <ul style="list-style-type: none"> • Contracting with outside national speakers • Coordination of services and resources 	<p>Grant Support</p> <ul style="list-style-type: none"> • Identification of qualifying grants • Participation in statewide grant opportunities <ul style="list-style-type: none"> ○ Rural Math Collaborative ○ Early Educator Teacher Development Grant ○ Classified Employee Grant

Collaboration

The Sutter County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
The Superintendent of Schools participates in quarterly California County Superintendents Educational Services Association (CCSESA) meetings.	Y	Y	Y	Y	Y
Sutter County Superintendent of Schools participates in quarterly CISC meetings.	Y	Y	Y	-	-
The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction, and Accountability attend bi-monthly Curriculum and Instruction Steering Committee (CISC) meetings.	Y	Y	Y	Y	
The Senior Director of Curriculum, Instruction, and Accountability attends State and Federal Program Meetings.	-	-	-	-	-
The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction attends quarterly Statewide System of Support Meetings	-	-	-	Y	Y
The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction participate in monthly Geographic Lead Meetings	-	-	-	Y	-
The Assistant Superintendent of Educational Services and the Senior Director of	-	-	-	Y	-

Curriculum, Instruction serve on the CCFAC Executive Advisory Committee and participate in the Equity, English learner, Data, Improvement/Implementation Science, Accelerating Learning, and Small COE huddles					
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Instructions: Insert "Y" to indicate a collaborator or use "-" to signify N/A.

Budget - COE

Please provide a description of the estimated costs related to the actions outlined in the plan above.

2023–24 Annual Plan for Support	2023-2024 Estimated Costs
2023-24 Allocation Based on Qualifying Districts – YCUSD, LOUSD, Brittan and Nuestro	\$800,000
Carry Over from Prior Years for Sustainability	\$1,634,715
Indirect Rate (12.89%) on 23/24 Expenses	\$ 91,346
Certificated Staff – Salaries and Benefits <ul style="list-style-type: none"> • Assistant Superintendent of Ed Services (28% of salary) • Senior Director of Curriculum, Instruction, and Accountability (76% of salary) • Continuous Improvement Coordinator I (100% of salary) • Professional development Coordinator I (76% of salary) 	\$474,179
Classified Staff - salaries and benefits <ul style="list-style-type: none"> • Administrative Assistant (10% of salary) • Program Analyst (20% of salary) 	\$36,890
Direct Services to Districts <ul style="list-style-type: none"> • Funding for Professional Development/Conferences (district specific) - \$20,000 • Probation for attendance and outreach- \$69,933 • Level II Supports - as needed for DA Plan Implementation - \$107,652 	\$197,585
Total Estimated Cost	\$800,000

BOARD AGENDA ITEM: Pathways Charter 2022/2023 Local Indicators

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Chris Reyna and Brian Gault

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

California's accountability indicators are reported through the California School Dashboard, or the "Dashboard". This accountability system is an online tool that reports on multiple measures, including local and state indicators.

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators.

The Pathways Charter Academy requires an annual review of the local indicators for priorities 1, 2, 3, 6 and 7.

**Appropriately Assigned Teachers, Access to Curriculum-Aligned
Instructional Materials, and Safe, Clean and Functional School Facilities
LCFF Priority 1
Self-Reflection Tool**

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and stakeholders and the public through the evaluation rubrics.

Indicator	Data Reported
Number & Percent of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions	0
Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0
<i>Optional:</i> Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.	
Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).	

Implementation of State Academic Standards

LCFF Priority 2

Option 2: Reflection Tool

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Indicator Item	Rating				
1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics- Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science				x	
2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is being taught.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics- Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science				x	
3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing)					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics- Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science			x		

4. Rate the LEA's progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

Academic standards and/or curriculum frameworks	1	2	3	4	5
Career Technical Education				x	
Health Education Content Standards				x	
Physical Education Model Content Standards				x	
Visual and Performing Arts			x		
World Language			x		

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers					x
Providing support for teachers on the standards they have not yet mastered				x	

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

**Parent Engagement
LCFF Priority 3
Self-Reflection Tool**

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):*

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Indicator Item	Rating				
	1	2	3	4	5
Section 1: Building Relationships Between School Staff and Families					
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				x	
Rate the LEA's progress in creating welcoming environments for all families in the community.			x		
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			x		
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				x	
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.					
<p>School staff communicate through a variety of means to foster and maintain relationships that are beneficial to the students. Communication is used in multiple methods. Such as:</p> <ul style="list-style-type: none"> ● Fliers ● Mailers ● Mass phone calls ● Parent Square messaging ● Individual phone calls ● Invitations to participate in Parent Advisory Meetings ● Emails ● Text messages ● Home visits ● Social Media 					
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.					

Many families have struggled with their relationship with the schools their child has attended for a variety of reasons. Communication breakdown is one of the most common reasons that parents struggle in building a relationship with the school community. Transportation is a barrier to getting families to school events and parent meetings. Historically parents have reported concerns that there are not enough opportunities to participate because of limitations on getting transportation. PCA has attempted to use school resources to help parents with transportation. Some events are also implemented with technology such as Zoom so participation is much more accessible.

Additionally, it has been shared that a feeling of cultural understanding and equity is a concern for families. Equity and cultural sensitivity will be an area of focus.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

PCA will look to engage in training to align practices with a practice of appreciation and respect that recognizes the spectrum of diversity we are now seeing on campus. Goals would include but are not limited to:

- Survey stakeholders for topics: Survey families to see what they need to help support their students. Survey teachers to see what they need most from the families at home. Developing topics is about listening to the needs of parents and playing a role in providing those needs.
- Make meetings inclusive. Provide translators for all events, and meetings that ensure parents can learn and understand what is happening at the school.
- Explore what underrepresentation is and learn how to recognize it and how to ensure all voices are heard.

Section 2: Building Partnerships for Student Outcomes

	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				x	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			x		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			x		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			x		

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Family engagement has grown recently to help foster and motivate students to increase student achievement. School staff communicate through a variety of means to foster and maintain relationships that are beneficial to the students. It has been reported by educational partners that having multiple methods of communication opportunities has helped in relaying information to families. This has been identified as a strength of PCA. Frequent communication invites to parent conferences, back-to-school night, and home visits to support youth has been important in building partnerships at PCA.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Through input gathered from surveys of our different educational partners, there are a few focus areas that we will be addressing. These areas include addressing building capacity with staff, identifying the conditions integral to successful school-family partnerships, and providing more opportunities for family engagement at school. We will address the concerns by identifying the challenges, providing more opportunities for family engagement, identifying policy and making it consistent,

and building the capacity of both staff and families to engage in meaningful relationships that will help positively influence student outcomes.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

PCA will address the concerns by identifying the challenges, providing more opportunities for family engagement, identifying and creating policy and making it consistent, and building the capacity of both staff and families to engage in meaningful relationships that will help influence

Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			x		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			x		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			x		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.			x		

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The level of engagement strategies that are being implemented at PCA. Parents celebrate the relationships that are built at school and the attempts to engage with families through the many means of communication, such as home visits, parent square, emails, phone calls, and transportation provided for students.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

PCA will look to engage in training to align practices with a practice of appreciation and respect that recognizes the spectrum of diversity we are now seeing on campus. Goals would include but are not limited to:

- Develop ethical and effective techniques for supporting and engaging with educational partners.
- Explore what underrepresentation is and learn how to recognize it and how to ensure all voices are heard.
- Know how to translate this new learning into consistent practice.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

PCA will give personal reminders for survey opportunities using phone calls, email, social media, and parent square (Kelvin and Panorama) to ensure input opportunities are taken advantage of.

**School Climate
LCFF Priority 6
Student Survey**

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g. K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard. *Provide a Narrative Summary. Text items will be combined into one (1) answer box and the box is limited to 3000 characters.*

Indicator Item
<p>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</p> <p>There were 19 students enrolled at PCA at the time the Healthy Kids Survey was administered. 19 students completed the survey.</p> <p>Based on the key findings in the data:</p> <p>37% of the students felt they had a connection with the school</p> <ul style="list-style-type: none"> - 52% reported academic motivation - 52% reported high expectations from adults in school <p>14% stated they have been bullied on campus</p> <ul style="list-style-type: none"> - 29% had rumors spread about them - 7% experienced cyberbullying <p>10% of the students have experienced social-emotional distress</p> <ul style="list-style-type: none"> - 29% experienced chronic sadness/hopelessness - 14% considered suicide - 40% reported optimism <p>29% of the students report ever using alcohol or drugs to get high</p> <ul style="list-style-type: none"> - 14% report current alcohol or drug use - 14% report current vaping <p>The data demonstrates the need to build relationships and support students that school safety is one of the main priorities here at PCA. The low percentage of students being bullied on campus is a positive but there needs to be continued education on how bullying can affect students in and out of school.</p>
<p>2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?</p> <p>Strengths:</p> <p>Strengths identified through the Ca Healthy Kids Survey indicate students are feeling encouraged and that teachers have high expectations of them. Students are growing in the area of social and emotional learning. Based on the data students are feeling optimism about being at school. This is attributed to the increased SEL support provided through Student Support and Outreach. Another area of strength is students are feeling that they are given a voice and being heard by staff.</p> <p>Areas of Growth:</p> <p>Based on the data there needs to be some progress on building relationships so students can feel more connected to the school. The challenge lies that the population that attends PCA is so fluid. Students also have stated that they feel that there is a lack of importance in the work they are completing toward high school graduation. To resolve this we</p>

have instituted days where teachers are modifying their lessons to be more hands-on to encourage engagement and relevancy.

Barriers and challenges:

Barriers and challenges identified include a high transiency rate. Many students only attend for the term of their expulsion which is the semester of the infraction and the next. Others choose to remain enrolled and graduate from Pathways Charter Academy. This creates a need to disaggregate student survey data by length of enrollment.

Another challenge at PCA is an attendance issue. Overall attendance has increased for the 2022/2023 school year due to the outreach, but chronic absenteeism continues to be a significant issue.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In 2022/23 Positive Behavior Intervention Support (PBIS) was reintroduced to the staff working to implement PBIS Tier I and to begin the transition to Tier II. The work on PBIS will continue in 2023/24 with Tier II work to begin in the fall semester, led with support from SCSOS and SSO. Students who had achieved adequate attendance, engagement, and work completion were also students who successfully accessed the positive behavior interventions and supports.

The student orientation has been revamped to include the school administration, counselor, and probation officer as a way of informing the parents and students of services that are being offered to the student outside of the classroom. The process has been shown to encourage students and their parents to be more connected once they enroll at PCA. Twice a quarter the students with the counselor go over their ILPs to make sure the student is aware if they are progressing in the right direction towards graduation.

Using data from the PCA Panorama survey as a reference, data showed that an area of growth is that students feel a sense of safety. This relates to both health concerns as well as physical and emotional safety. By increasing counseling efforts to ensure that all PCA students engage with a counselor at least once a week, these concerns can be shared and addressed by school staff.

Access to a Broad Course of Study
LCFF Priority 7
Self-Reflection Tool

Standard: LEA to provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts: *Provide a Narrative Summary:*

Indicator Item
<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>
<p>Upon enrollment, and once during the middle of the quarter and at the end of the quarter students are asked to meet with their counselor to go over their individualized learning plan (ILP) to make sure that they are progressing toward graduation. This plan is designed to support the students' course enrollment to ensure they are accessing the courses that best support their ability to earn a high school diploma and/or meet the conditions of their expulsion. Aeries are used to track data for course enrollment, grades earned, and credits. Edgenuity is also a tool used to track course access and enrollment in a broad course of study.</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to and are enrolled in, a broad course of study.</p>
<p>Data is gathered from multiple resources to provide feedback on how students are accessing a broad course of study at PCA. Using Edgenuity course data and reports, Aeries course enrollments, CTE, and PE participation logs, data is gathered to identify the number of students who are sufficiently accessing a broad course of study. This will be based on grade spans, unduplicated groups, and individuals with exceptional needs.</p> <p>All students have access to on-campus CTE and PE via logs or Edgenuity. Students also have access to all Edgenuity courses at Pathways Charter Academy. Teachers and support staff are very proactive to ensure that students have access to, and are aware of course options and requirements. The school Counselor makes every attempt to enroll students in courses that are required to meet the criteria for graduation and possible readmittance to their district of residence. Foreign language is available but not typically accessed by students at PCA. Additionally, visual and performing art is available via Edgenuity. Physical education is available via PE activity logs to fulfill graduation requirements.</p> <p>PCA has developed a procedure for enrolling students in their proper courses while addressing and creating strategies for students to be engaged in CTE courses offered on campus. Foreign language requirements and health can be accessed via Edgenuity. As staff participates in professional development to learn to utilize Edgenuity more efficiently, student access and course enrollment in these courses will hopefully increase student participation. Each student upon enrollment meets with the counselor to develop an Individual Learning Plan (ILP) so students are made aware of where they stand with credits, what are the requirements for re-entry back into their district of residence, and to check if any wrap-around services may benefit the student.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>
<p>The number of students enrolled in PCA have discipline issues, are credit deficient, or have a preference to be on independent study. A number of our students struggle with large class sizes in a comprehensive setting and prefer to learn and complete their academics at their own pace in partnership with the teacher and their parents/guardians. 10% of our population has an active IEP. resources are targeted toward addressing a smooth transition into an</p>

independent study program that requires self-discipline. Transiency rates, struggles with attendance and mental health are some of the struggles our students face, therefore resources are directed to help alleviate some of these issues.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

PCA is working on allowing students to have flexibility in course options via Edgenuity. Independent Study teachers have been trained in the implementation of standards-based instruction. Teachers are also implementing additional supplements to support the Edgenuity curriculum.

Currently, students can receive PE credits via activity logs approved by the school counselor and administration. The goal is to allow students to engage in physical education on their own via the activity logs. Professional development will continue in Edgenuity to improve the fidelity and implementation of the curricular program. Support for instructional delivery to ensure that school staff will support students in access and enrollment in a broad course of study leading to graduation and/or return to the home district.

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.

BOARD AGENDA ITEM: SCSOS 2022/2023 Local Indicators

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Chris Reyna and Brian Gault

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

California's accountability indicators are reported through the California School Dashboard, or the "Dashboard". This accountability system is an online tool that reports on multiple measures, including local and state indicators.

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators.

The Sutter County Superintendent of Schools Dashboard requires an annual review of the local indicators for priorities 1, 2, 3, 6, 7, 9 and 10.

**Appropriately Assigned Teachers, Access to Curriculum-Aligned
Instructional Materials, and Safe, Clean and Functional School Facilities
LCFF Priority 1
Self-Reflection Tool**

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Indicator	Data Reported
Number & Percent of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions	0
Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0
<i>Optional:</i> Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.	
Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).	

Implementation of State Academic Standards

LCFF Priority 2

Option 2: Reflection Tool

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Indicator Item	Rating				
1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics- Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science				x	
2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is being taught.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics- Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science				x	
3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing)					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics- Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		

History-Social Science			x		
4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts			X		
World Language			X		
5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).					
Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered				X	
<i>Optional:</i> Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.					

**Parent Engagement
LCFF Priority 3
Self-Reflection Tool**

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):*

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Indicator Item	Rating				
	1	2	3	4	5
Section 1: Building Relationships Between School Staff and Families					
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
Rate the LEA's progress in creating welcoming environments for all families in the community.			X		
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			X		
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.					
<p>School staff communicate through a variety of means to foster and maintain relationships that are beneficial to the students. Communication happens using multiple methods. Such as:</p> <ul style="list-style-type: none"> ● fliers ● mailers ● mass phone calls ● Parent Connect messaging ● individual phone calls ● invitations to participate in Parent Advisory Meetings ● emails ● text messages ● home visits 					
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.					
Many families have struggled with their relationship with the schools their child has attended for a variety of reasons.					

Communication breakdown is one of the most common reasons that parents struggle in building a relationship with the school community. Transportation is a barrier to getting families to school events and parent meetings. Historically parents have reported concerns that there are not enough opportunities to participate because of limitations on getting transportation. FRA has made an attempt to use school resources to help parents with transportation. Some events are also implemented with technology such as Zoom so participation is much more accessible.

Additionally, it has been shared that a feeling of cultural understanding and equity is a concern for families. Equity and cultural sensitivity will be an area of focus.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

FRA will look to engage in training to align practices with a practice of appreciation and respect that recognizes the spectrum of diversity we are now seeing on campus. Goals would include but are not limited to:

- Survey stakeholders for topics: Survey families to see what they need to help support their students. Survey teachers to see what they need most from the families at home. Developing topics is about listening to the needs of parents and playing a role in providing those needs.
- Make meetings inclusive. Provide translators for all events, and meetings that ensure parents can learn and understand what is happening at the school.
- Explore what underrepresentation is and learn how to recognize it and how to ensure all voices are heard.

Section 2: Building Partnerships for Student Outcomes	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			X		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			X		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			X		

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Family engagement has improved recently to help foster and motivate students to increase student achievement. School staff communicate through a variety of means to foster and maintain relationships that are beneficial to the students. It has been reported by educational partners that having multiple methods of communication opportunities has helped in relaying information to families. This has been identified as a strength of FRA. Frequent communication invites to parent conferences, back-to-school night, and home visits to support youth has been important in building partnerships at FRA.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Through input gathered from surveys of our different educational partners, there are a few focus areas that we will be addressing. These areas include addressing building capacity with staff, identifying the conditions integral to successful school-family partnerships, and providing more opportunities for family engagement at school. We will address the concerns by identifying the challenges, providing more opportunities for family engagement, identifying policy and making it consistent, and building the capacity of both staff and families to engage in meaningful relationships that will help influence student

outcomes in a positive way.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

FRA will address the concerns by identifying the challenges, providing more opportunities for family engagement, identify and creating policy and making it consistent, and building the capacity of both staff and families to engage in meaningful relationships that will help influence

Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			X		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			X		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.			X		

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The level of engagement strategies that are being implemented at FRA. Parents celebrate the relationships that are built at school and the attempts to engage with families through the many means of communication, such as home visits, parent square, emails, phone calls, and transportation provided for students.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

FRA will look to engage in training to align practices with a practice of appreciation and respect that recognizes the spectrum of diversity we are now seeing on campus. Goals would include but are not limited to:

- Develop ethical and effective techniques for supporting and engaging with educational partners.
- Explore what underrepresentation is and learn how to recognize it and how to ensure all voices are heard.
- Know how to translate this new learning into consistent practice.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

FRA will send out personal reminders to parents via multiple forms of communication such as Parent Square, personal phone call, email, social media, home visits, surveys, volunteer opportunities, family nights/back to school, and letters so parents are given every opportunity to partake in the engagement of the school community.

School Climate
LCFF Priority 6
Student Survey

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g. K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard. *Provide a Narrative Summary. Text items will be combined into one (1) answer box and the box is limited to 3000 characters.*

Indicator Item
<p>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</p> <p>There were 42 students enrolled at FRA at the time the Healthy Kids Survey was administered. 30 students completed the survey.</p> <p>Based on the key findings in the data:</p> <p>30% of the students felt they had a connection with the school 36% felt the school is safe 9% stated they have been bullied on campus 14% of the students have experienced social-emotional distress</p> <p>The data demonstrates the need to build relationships and support students that school safety is one of the main priorities here at FRA. The low percentage of students being bullied on campus is a positive but there needs to be continued education on how bullying can affect students in and out of school.</p>
<p>2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?</p> <p>Strengths:</p> <p>Strengths identified through the Ca Healthy Kids Survey indicate students are feeling encouraged that teachers have high expectations of them. Students are growing in the area of social and emotional learning. Based on the data students are feeling optimism about being at school. This is attributed to the increased level of SEL support provided through Student Support and Outreach. Another area of strength is students are feeling that they are given a voice and being heard by staff.</p> <p>Areas of Growth:</p> <p>Based on the data there needs to be some progress on building relationships so students can feel more connected to the school. The challenge lies that the population that attends FRA is so fluid. Students also have stated that they feel that there is a lack of importance in the work they are completing toward high school graduation. To resolve this we have instituted days where teachers are modifying their lessons to be more hands-on to encourage engagement and relevancy.</p> <p>Barriers and challenges:</p> <p>Barriers and challenges identified include a high transiency rate. Many students only attend for the term of their expulsion which is the semester of the infraction and the next. Others choose to remain enrolled and graduate from Feather River Academy. This creates a need to disaggregate student survey data by length of enrollment.</p>

Another challenge at FRA is an issue with attendance. Overall attendance has increased for the 2022/2023 school year due to the outreach, but chronic absenteeism continues to be a significant issue.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In 2022/23 Positive Behavior Intervention Support (PBIS) was reintroduced to the staff working to implement PBIS Tier I and to begin the transition to Tier II. The work on PBIS will continue in 2023/24 with Tier II work to begin in the fall semester, led with support from SCSOS and SSO. Students who had achieved adequate attendance, engagement, and work completion were also students who successfully accessed the positive behavior interventions and supports.

The student orientation has been revamped to include the school administration, counselor, and probation officer as a way of informing the parents and students of services that are being offered to the student outside of the classroom. The process has been shown to encourage students and their parents to be more connected once they enroll at FRA. Twice a quarter the students with the counselor go over their ILPs to make sure the student is aware if they are progressing in the right direction towards graduation.

Using data from the PCA Panorama survey as a reference, data showed that an area of growth is that students feel a sense of safety. This relates to both health concerns as well as physical and emotional safety. By increasing counseling efforts to ensure that all PCA students engage with a counselor at least once a week, these concerns can be shared and addressed by school staff.

Access to a Broad Course of Study
LCFF Priority 7
Self-Reflection Tool

Standard: LEA to provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts: *Provide a Narrative Summary:*

Indicator Item
<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>
<p>Upon enrollment, and once during the middle of the quarter and at the end of the quarter students are asked to meet with their counselor to go over their individualized learning plan (ILP) to make sure that they are progressing toward graduation. This plan is designed to support the students' course enrollment to ensure they are accessing the courses that best support their ability to earn a high school diploma and/or meet the conditions of their expulsion. Aeries is used to track data for course enrollment, grades earned, and credits. Edgenuity is also a tool used to track course access and enrollment in a broad course of study.</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to and are enrolled in, a broad course of study.</p>
<p>Data is gathered from multiple resources to provide feedback on how students are accessing a broad course of study at FRA. Using Edgenuity course data and reports, Aeries course enrollments, CTE, and PE participation, data is gathered to identify the number of students who are sufficiently accessing a broad course of study. This will be based on grade spans, unduplicated groups, and individuals with exceptional needs.</p> <p>All students have access to on-campus CTE and PE courses. Students also have access to all Edgenuity courses at Feather River Academy. Teachers and support staff are very proactive to ensure that students have access to, and are aware of course options and requirements. The school Counselor makes every attempt to enroll students in courses that are required to meet the criteria for graduation and possible readmittance to their district of residence. Foreign language is available but not typically accessed by students at FRA. Additionally, visual and performing art is available via Edgenuity. Physical education is available on campus but also students may access activity logs to fulfill graduation requirements.</p> <p>FRA has developed a procedure for enrolling students in their proper courses while addressing and creating strategies for students to be engaged in CTE and PE courses offered on campus. Foreign language requirements and health can be accessed via Edgenuity. As staff participates in professional development to learn to utilize Edgenuity at a more efficient level, student access and course enrollment in these courses will hopefully increase student participation. Each student upon enrollment meets with the counselor to develop an Individual Learning Plan (ILP) so students are made aware of where they stand with credits, what are the requirements for re-entry back into their district of residence, and to check if there are any wrap-around services that may benefit the student.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>
<p>The majority of students enrolled in FRA come to us with discipline issues and in most cases are academically deficient. Due to their lack of success in a comprehensive school setting, they come to us performing below grade level in most core academic subjects. A large majority of High school students are credit deficient and 40% of our population has an active IEP. Based on these factors, resources are targeted toward addressing academic deficiencies</p>

before tackling courses such as foreign languages and VAPA. High student transiency rates, low attendance as well as the fact that many of our students struggle with mental health issues are also competing for time and focus in our student's school day.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

FRA is working on giving students the opportunity to have flexibility in course options via Edgenuity. Classroom teachers have been trained in the implementation of standards-based instruction in courses such as health. Teachers are also implementing additional supplements to support the Edgenuity curriculum via Student-Centered Days where classroom instruction is enhanced to encourage hands-on activities.

Currently, students are able to receive PE credits via on-site classes or through activity logs approved by the school counselor and administration. The goal is to give students the opportunity to engage in physical education classes via on-site instruction or on their own via the activity logs.

Professional development will continue in Edgenuity as well as Student-Centered Days to improve the fidelity and implementation of the curricular program. Support for instructional delivery to ensure that school staff will support students in access and enrollment in a broad course of study leading to graduation and/or return to the home district.

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.

**Coordination of Services for Expelled Students
LCFF Priority 9 (COE Requirement ONLY)**

Standard: COE annually measures its progress in coordinating instruction as required by the California Education Code Section 48926 and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Indicator Item	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:					
a. Review of required data .				x	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				x	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.			x		
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					x
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				x	
4. Developing a memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.			x		
<i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.</i>					

**Coordination of Services for Foster Youth
LCFF Priority 10 (COE Requirement Only)**

Indicator Item	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					x
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				x	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes .					x
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					x
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information .					x
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					x
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					x
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					x
<i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.</i>					
Criteria: Assessment of the LEAs performance on meeting the standard:					

BOARD AGENDA ITEM: Adoption of the SCSOS 2023-24 Local Control and Accountability Plan

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson, Chris Reyna, Nic Hoogeveen

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The proposed 2023-2024 Local Control and Accountability Plan (LCAP) including; Annual Update, Expenditure Tables and Budget Overview for Parents is being presented for adoption.

BOARD AGENDA ITEM: Adoption of the Pathways Charter Academy 2023-24
Local Control and Accountability Plan

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson,
Chris Reyna, Nic Hoogeveen

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The proposed 2023-24 Local Control and Accountability Plan (LCAP) including; Annual Update, Expenditure Tables and Budget Overview for Parents is being presented for adoption.

Agenda Item No. 12.0

BOARD AGENDA ITEM: Adoption of Sutter County Superintendent of Schools' 2023-2024 Budget

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Nicolaas Hoogeveen

SUBMITTED BY:

Nicolaas Hoogeveen

PRESENTING TO BOARD:

Nicolaas Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The 2023-2024 Superintendent of Schools' Budget will be presented for adoption.

The 2023-2024 Budget was included in the June 14, 2023, Sutter County Board of Education Board packet and is on the Sutter County Superintendent of Schools' website.

BOARD AGENDA ITEM: Annual Declaration of Need 2023/2024

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Jami Paul

Reports/Presentation

SUBMITTED BY:

Information

Jami Paul

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

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

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

Sutter County Superintendent of Schools

PUBLIC NOTICE

This is notice that Sutter County Superintendent of Schools (970 Klamath Lane, Yuba City, CA 95993) intends to file a Declaration of Need (DON) for Fully Qualified Educators for the 2023-2024 school year.

Any questions or objections can be submitted to:

Tom Reusser, County Superintendent
TomR@sutter.k12.ca.us
(530) 822-2900



Tom Reusser, County Superintendent

Posted: 06/01/2023



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

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

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

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

Name of County: _____ County CDS Code: _____

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

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

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

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

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

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

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

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

Name of County Sutter County CDS Code 051

Name of State Agency Sutter County Superintendent of Schools

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 06/01/2023, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2024.

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

Submitted by Superintendent, Director, or Designee:

Tom Reusser

County Superintendent

Name

Signature

Title

(530)671-3422

Fax Number

Telephone Number

Date

970 Klamath Lane, Yuba City, CA 95993

Mailing Address

JamiP@sutter.k12.ca.us

EMail Address

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

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

3

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

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

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	3
TOTAL	3

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. We utilize local university internship programs.

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

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

If yes, list each college or university with which you participate in an internship program.
National University; UMass Global; Chico State; CalSTATE Teach; Alliant University

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

BOARD AGENDA ITEM: Quarterly Report of Surplus Property

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Lindsay Linker

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

In accordance with Board Policy 3270 and Education Code 1279(b), the County Superintendent of Schools prepares and presents a quarterly report to the Board of items under \$25,000 in value that are being declared surplus.

**SUTTER COUNTY SUPERINTENDENT OF SCHOOLS
SURPLUS REQUEST FORM**

DATE: 05/31/23

PREPARED BY: Lindsay Linker

TURNED IN TO DIRECTOR OF INT. BUS *[Signature]* 6/5/2023

E-WASTE PICK UP DATE:

Reviewed by Technology: *[Signature]*

Reviewed by FMOF: *[Signature]*

Reviewed by Asst Superintendent: *[Signature]* 6-12-23

Reviewed by Cabinet: *[Signature]* 6-13-23

Reviewed by Board:

Deliver to Director FMOF:

ASSET TAG	DEPT	DESCRIPTON	* SERIAL #	* MFR	* MODEL	** CONDITION	Purchase Date or Age	EST.VALUE	NOTES
000845	Special Ed	Electronics - Misc	KEG5386		GBC Ultima 65 Laminator	Obsolete	01/01/1996	\$0.00	
001940	Technology	Network Switch	SSG826K10LC		HP ProCurve 2900-24G	Obsolete	08/07/2008	\$0.00	
002511	Technology	Network Switch	SCN807PD043		HP ProCurve 2650-PWR	Obsolete	05/20/2008	\$0.00	
002572	Technology	Network Switch	SGO411Q0PH		HP 291 Oal-PoE	Obsolete	12/21/2010	\$0.00	
002576	Outdoor Ed	Desktop Computer - HP	mx1051011K	Hewlett-Packard	Compaq 8110 Elite	Obsolete	02/03/2011	\$0.00	
002668	FRA	Smart Board	SBX880R20025948		SBX880	Obsolete	06/21/2011	\$0.00	
002674	Special Ed	Smart Board	SBX880R20023607		ViewSonic SBX880 (RM:K5)	Obsolete	05/12/2011	\$0.00	
002681	Special Ed	Smart Board	SBX880R20025974		ViewSonic SBX880	Obsolete	05/12/2011	\$0.00	
002682	Special Ed	Smart Board	SBX880R20023606		ViewSonic SBX880 (AK RM:69)	Obsolete	05/12/2011	\$0.00	
002694	Special Ed	Projector SpecEd	PAAF130634L		Epson PowerLite 905 LCD	Obsolete	06/16/2011	\$0.00	
002696	One Stop	Copier/Printer	CNCCF5ROHQ	HP	HP Laser Jet 600-M601	Obsolete	07/12/2018	\$0.00	
002943	Technology	Network Switch	SG1091P038	HP	HP Procurve 2910al-24G	Obsolete	04/11/2016	\$0.00	
002966	Outdoor Ed.	Laptop - Dell	DVRNJC2	Dell	Latitude E5550/5550 CTO	Obsolete	07/05/2016	\$0.00	
002967	One Stop	Desktop Computer - Dell	G1GRHB2	Dell	OptiPlex 7040 SFF	Obsolete	07/12/2016	\$0.00	
002980	Special Ed.	Projector SpecEd	UHHK6700267		EPSON BrightLink 595Wi	Obsolete	07/14/2016	\$0.00	
002981	Special Ed.	Projector SpecEd	UHHK6700141		EPSON BrightLink 595Wi	Obsolete	07/14/2016	\$0.00	
002982	Special Ed.	Projector SpecEd	UHHK6700230		EPSON BrightLink 595Wi	Obsolete	07/14/2016	\$0.00	
003000	FRA	Desktop Computer - Dell	CS4CXD2	Dell	OptiPlex 7040 SFF	Obsolete	10/07/2016	\$0.00	
003352	FMOF	Tablet - Apple	DLXFQ3RADFHY	Apple Computer Inc.	iPAD 32GB A1395	Obsolete	06/23/2011	\$0.00	
003396	Special Ed.	Tablet - iPad	DLXFQ76TDFHY	Apple Computer Inc.	iPad 2nd Gen	Obsolete	06/09/2011	\$0.00	
003455	One Stop	Projector	1SBJSA21600044		InFocus IN3118HD	Obsolete	05/24/2012	\$0.00	
003457	One Stop	Projector	1SBJSA21600036		InFocus IN3118HD	Obsolete	05/24/2012	\$0.00	
003458	One Stop	Projector	1SFJSA21600031		InFocus IN3118HD	Obsolete	05/24/2012	\$0.00	
003566	Adult Ed	Copier/Printer	JPBCC9X0K6	HP	HP P3015x Laser Printer	Obsolete	04/03/2012	\$0.00	
003599	Technology	Laptop - Dell	4W0KVZ1	Dell	Latitude	Obsolete	01/15/2014	\$0.00	
003602	Special Ed.	Projector SpecEd	U53F3Y0153L		POWERLITE 965	Obsolete	02/28/2014	\$0.00	
003603	Special Ed.	Smart Board	SBC880-M2-A036039		SBX880 (BV RM:SC1)	Obsolete	01/30/2014	\$0.00	
003612	Special Ed.	Laptop - Dell	4LF8VY1	Dell	Latitude E5540	Obsolete	02/18/2014	\$0.00	
003627	Special Ed.	Desktop Computer - Dell	9D1KN02	Dell	Optiplex 9020	Obsolete	03/28/2014	\$0.00	
003635	Special Ed.	Desktop Computer - Dell	29H4202	Dell	Optiplex 9020	Obsolete	04/02/2014	\$0.00	
003637	Special Ed.	Desktop Computer - Dell	7KJ4202	Dell	Optiplex 9020	Obsolete	04/02/2014	\$0.00	
003642	Special Ed.	Desktop Computer - Dell	FVJ4202	Dell	Optiplex 9020	Obsolete	04/02/2014	\$0.00	
003643	Special Ed.	Desktop Computer - Dell	56J4202	Dell	Optiplex 9020 (YCHS RM:903)	Obsolete	04/02/2014	\$0.00	
003649	Technology	Laptop - Dell	1WYDXZ1	Dell	Latitude E5440	Obsolete	04/10/2014	\$0.00	
003671	One Stop	Desktop Computer - Dell	25FJPZ1	Dell	Optiplex 9020	Obsolete	02/11/2014	\$0.00	
003680	Technology	Laptop - Dell	9QXYZ1	Dell	Latitude E5540	Obsolete	06/01/2014	\$0.00	
003681	Technology	Desktop Computer - Dell	325LQ02	Dell	Optiplex 9020	Obsolete	05/23/2014	\$0.00	
003708	FMOF	Laptop - Dell	2PDKH12	Dell	Latitude E5540	Obsolete	08/04/2014	\$0.00	
003717	FRA	Desktop Computer - Dell	G6VXS12	Dell	Optiplex 9020	Obsolete	08/20/2014	\$0.00	
003719	One Stop	Desktop Computer - Dell	DPXRT12	Dell	Optiplex 9020	Obsolete	08/20/2014	\$0.00	
003780	Special Ed.	Tablet - iPad	F4KNF7A9G5V4	Apple Computer Inc.	iPad Mini 3	Obsolete	01/21/2015	\$0.00	
003782	Special Ed.	Tablet - iPad	DMPNVBTAG5VW	Apple Computer Inc.	iPad Air 2nd Gen	Obsolete	12/16/2014	\$0.00	
003783	Special Ed.	Tablet - iPad	DMPNVBYBGSVW	Apple Computer Inc.	iPad Air 2nd Gen	Obsolete	12/16/2014	\$0.00	
003784	Special Ed.	Tablet - iPad	DMPNVBE4GSVW	Apple Computer Inc.	iPad	Obsolete	12/16/2014	\$0.00	
003818	Special Ed.	Desktop Computer - Dell	5CCY1R1	Dell	OptiPlex 990 (YCHS RM:211)	Obsolete	01/21/2015	\$0.00	
003825	Special Ed.	Desktop Computer - Dell	146FWR1	Dell	OptiPlex 990	Obsolete	01/21/2015	\$0.00	
003835	Special Ed.	Tablet - iPad	DMPNVBORG5VW	Apple Computer Inc.	iPad Air 2nd Gen	Obsolete	12/16/2014	\$0.00	
003836	Special Ed.	Tablet - iPad	DMPNVBJVG5VW	Apple	iPad Air 2nd Gen	Obsolete	12/16/2014	\$0.00	

003838	Special Ed	Tablet - iPad	DMPNVBLAG5VW	Apple	iPad Air 2nd Gen	Obsolete	12/16/2014	\$0.00	
003846	One Stop	Desktop Computer - Dell	DGZHR22	Dell	OptiPlex 9020	Obsolete	01/22/2015	\$0.00	
003849	Special Ed	Desktop Computer - Dell	DFYFR22	Dell	OptiPlex 9020	Obsolete	01/22/2015	\$0.00	
003872	Special Ed	Projector SpecEd	VSAK5202061		Epson PowerLite 965H	Obsolete	03/17/2015	\$0.00	
003885	Technology	Smart Board	SBX885M2A079396		X885 w/ Projector	Obsolete	11/14/2014	\$0.00	
003918	FRA	Desktop Computer - Dell	DBFW052	Dell	OptiFlex 9020	Obsolete	07/15/2015	\$0.00	
003940	Special Ed	Laptop - Dell	6LY4Z52	Dell	Latitude E5550	Obsolete	08/05/2015	\$0.00	
003954	Special Ed	Projector	VSAK5701309		Epson PowerLite 3500 Lumens	Obsolete	08/25/2015	\$0.00	
003955	Special Ed	Desktop Computer - Dell	8WL2W52	Dell	OptiPlex 9020	Obsolete	09/23/2015	\$0.00	
003962	Technology	Laptop - Dell	837L262	Dell	Latitude E5550	Obsolete	09/23/2015	\$0.00	
003970	Technology	Network Switch	SG2211SH67		HP ProCurve 2910AL POE Switch 48 Po	Obsolete	11/24/2015	\$0.00	
003971	Technology	Network Switch	SG2161SH2B		HP ProCurve 2910AL POE Switch 48 Po	Obsolete	11/12/2015	\$0.00	
003980	Outdoor Ed	Desktop Computer - Dell	FQRCXD2	Dell	OptiPlex 7040 SFF	Obsolete	10/07/2016	\$0.00	
004271	One Stop	Electronics - Misc	5205696		OP Scan Insight IN4/2202	Obsolete	12/04/2007	\$0.00	
004462	Co. Board	Tablet - Apple	DMQSTCV4HG5D	Apple	iPad Air 2	Obsolete	11/21/2016	\$0.00	
004495	FRA	Chromebook Laptop-HP	5CD6226LT2		ChromeBook 11 G4	Obsolete	03/06/2017	\$0.00	
004521	FRA	Chromebook Laptop-HP	5CD6226JM7		ChromeBook 11 G4	Obsolete	03/06/2017	\$0.00	
004525	Technology	Laptop - HP	5CG7094L BG	Hewlett-Packard	HP EliteBook x360	Obsolete	04/06/2017	\$0.00	
004570	Technology	Network Switch	CN42FP4344	HP	HP 2530-24G-POE+ SWITCH	Obsolete	04/19/2017	\$0.00	
004576	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C49E7600	Acer	Acer Chrombook R 11 C738T-C44Z	Obsolete	04/28/2017	\$0.00	
004580	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C48B7600	Acer	Acer Chrombook R 11 C738T-C44Z	Obsolete	04/28/2017	\$0.00	
004581	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C44A7600	Acer	Acer Chrombook R 11 C738T-C44Z	Obsolete	04/28/2017	\$0.00	
004584	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4757600	Acer	Acer Chrombook R 11 C738T-C44Z	Obsolete	04/28/2017	\$0.00	
004587	Adult Ed	Chromebook Laptop-ACER	NXG55AA0056451C4A57600	Acer	Acer Chrombook R 11 C738T-C44Z	Obsolete	04/28/2017	\$0.00	
004623	Technology	Desktop Computer - Dell	9045XH2	Dell	OptiPlex 7040 SFF	Obsolete	06/07/2017	\$0.00	
004628	Technology	Desktop Computer - Dell	467LJK2	Dell	OptiPlex 7040	Obsolete	07/28/2017	\$0.00	
004664	Special Ed	Laptop - HP	5CG72932QY	Hewlett-Packard	HP ProBook 650 G2	Obsolete	08/15/2017	\$0.00	
004667	Technology	Desktop Computer - Dell	CY97XK2	Dell	OptiPlex 7040	Obsolete	08/21/2017	\$0.00	
004682	Technology	Desktop Computer - Dell	D6S7JL2	Dell	Optiplex 7050	Obsolete	10/09/2017	\$0.00	
004683	Special Ed	Laptop - HP	5VG72932H9	Hewlett-Packard	HP ProBook 650	Obsolete	10/06/2017	\$0.00	
004684	Special Ed	Laptop - HP	5CG729329Q	Hewlett-Packard	HP ProBook 650	Obsolete	10/06/2017	\$0.00	
004702	Special Ed	Desktop Computer - Dell	GKKWSW1	Dell	Optiplex 7010	Obsolete	07/28/2017	\$0.00	
004711	Special Ed	Desktop Computer - Dell	C9WJHX1	Dell	Optiplex 7010	Obsolete	07/28/2017	\$0.00	
004718	Special Ed	Desktop Computer - Dell	8N2LJ02	Dell	Optiplex 7010	Obsolete	07/28/2017	\$0.00	
004720	Special Ed	Desktop Computer - Dell	CB4KHX1	Dell	Optiplex 7010	Obsolete	07/28/2017	\$0.00	
004727	Special Ed	Desktop Computer - Dell	H5Q57Y1	Dell	Optiplex 7010	Obsolete	07/28/2017	\$0.00	
004751	TCIP	Laptop - HP	5CG7293C80	Hewlett-Packard	HP EliteBook 850 G3	Obsolete	03/22/2018	\$0.00	
004752	FRA	Chromebook Laptop-HP	5CD7517M2Y		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004753	FRA	Chromebook Laptop-HP	5CD7517M04		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004754	FRA	Chromebook Laptop-HP	5CD7517M07		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004755	FRA	Chromebook Laptop-HP	5CD7517M1KC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004756	FRA	Chromebook Laptop-HP	5CD7517M2BC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004759	FRA	Chromebook Laptop-HP	5CD7517M2LC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004761	FRA	Chromebook Laptop-HP	5CD7517M1RC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004762	FRA	Chromebook Laptop-HP	5CD7517LVFC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004763	FRA	Chromebook Laptop-HP	5CD7517M0QC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004764	FRA	Chromebook Laptop-HP	5CD7517M0XC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004765	FRA	Chromebook Laptop-HP	5CD7517M10C		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004766	FRA	Chromebook Laptop-HP	5CD7517M0GC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004768	FRA	Chromebook Laptop-HP	5CD7517LQ1C		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004769	FRA	Chromebook Laptop-HP	5CD7517M41GC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004770	FRA	Chromebook Laptop-HP	5CD7517M0TC		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004771	FRA	Chromebook Laptop-HP	5CD7517LN5C		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004773	FRA	Chromebook Laptop-HP	5CD7517LX4C		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004774	FRA	Chromebook Laptop-HP	5CD7517LW8C		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004775	PCA	Chromebook Laptop-HP	5CD7517M09C		HP Chromebook 11 G5 EE	Obsolete	03/26/2018	\$0.00	
004779	SMAA	Laptop - HP	5CG751206G	Hewlett-Packard	HP SB 850 G3	Obsolete	04/02/2018	\$0.00	
004800	Adult Ed	HP Elitebook	5CG8034P2H	HP	HP Elitebook 850 G3	Obsolete	06/21/2018	\$0.00	
004801	Adult Ed	HP Elitebook	5CG8034P12	HP	HP Elitebook 850 G3	Obsolete	06/21/2018	\$0.00	
004802	Adult Ed	HP Elitebook	5CG8034PD8	HP	HP Elitebook 850 G3	Obsolete	06/21/2018	\$0.00	
004803	Adult Ed	HP Elitebook	5CG8034PDV	HP	HP Elitebook 850 G3	Obsolete	06/21/2018	\$0.00	
004804	Adult Ed	HP Elitebook	5CG8034P1D	HP	HP Elitebook 850 G3	Obsolete	06/21/2018	\$0.00	
004806	Adult Ed	HP Elitebook	5CG8034P0K	HP	HP Elitebook 850 G3	Obsolete	01/21/2018	\$0.00	

004807	Adult Ed	HP Elitebook	5CG8034NSH	HP	HP Elitebook 850 G3	Obsolete	06/21/2018	\$0.00	
004813	Special Ed.	HP Probook 650 G2 Laptop	5CG8165ZHH	HP	HP Probook 650 G2	Damaged	07/12/2018	\$0.00	11/29/22 damaged and not cost effective to repair
004821	Special Ed.	HP Probook		HP	HP Probook 650 G2	Obsolete	07/12/2018	\$0.00	
004823	Special Ed.	HP Probook		HP	HP Probook 650 G2	Obsolete	07/12/2018	\$0.00	
004824	Special Ed.	HP Probook	5CG81660RG	HP	HP Probook 650 G2	Obsolete	07/12/2018	\$0.00	
004844	One Stop	Desktop Computer - HP	MXL82925X5	HP	HP Prodesk 600 G3 SFF	Obsolete	09/17/2018	\$0.00	
004846	Special Ed.	Laptop HP	5CD8195341	HP	HP Chromebook	Obsolete	09/17/2018	\$0.00	
004847	Special Ed.	Laptop HP	5CD81953MM	HP	HP Chromebook	Obsolete	09/17/2018	\$0.00	
004859	Special Ed.	Laptop HP	5CD819570P	HP	HP Chromebook	Obsolete	09/17/2018	\$0.00	
004865	Special Ed.	Laptop HP	5CD819572J	HP	HP Chromebook	Obsolete	09/17/2018	\$0.00	
004877	Special Ed.	Laptop HP	5CD819573Z	HP	HP Chromebook	Obsolete	09/17/2018	\$0.00	
004898	SSO	Laptop HP	5CG51135R4	HP	HP Elitebook 840	Obsolete	12/12/2018	\$0.00	
004899	SSO	Laptop HP	5CG4511YSB	HP	HP Elitebook 840	Obsolete	12/12/2018	\$0.00	
004901	SSO	Laptop HP	5CG5120GXL	HP	HP Elitebook 840	Obsolete	12/12/2018	\$0.00	
004902	SSO	Laptop HP	5CG50517QF	HP	HP Elitebook 840	Obsolete	12/12/2018	\$0.00	
004907	Adult Ed	Chromebook	5CD8067GH2	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004908	Adult Ed	Chromebook	5CD7362C1Z	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004910	Adult Ed	Chromebook	5CD7363TQR	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004911	Adult Ed	Chromebook	5CD7363TNM	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004914	Adult Ed	Chromebook	5CD7363TPD	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004915	Adult Ed	Chromebook	5CD8057GG9	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004917	Adult Ed	Chromebook	5CD8057GG2	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004922	Adult Ed	Chromebook	5CD7363TR1	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004923	Adult Ed	Chromebook	5CD7363TG2	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004926	Adult Ed	Chromebook	5CD8057GFX	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004928	Adult Ed	Chromebook	5cd8057gg5	HP	HP Chromebook 11 G5	Obsolete	12/14/2018	\$0.00	
004939	Special Ed.	Tablet - iPad	DMPY5785JF8M	Apple	iPad 6th Gen	Obsolete	12/14/2018	\$0.00	
004960	Special Ed.	Laptop HP	5CG84318CT	HP	HP Elitebook 850 G5	Damaged	03/08/2019	\$0.00	03/20/23 Damaged beyond repair
005018	Special Ed.	Chromebook	5CD9046VWWZ	HP	HP Chromebook	Damaged	04/10/2019	\$0.00	11/04/22 Damaged beyond repair
005050	Special Ed.	Chromebook	5CD82104R4	HP	HP Chromebook	Damaged	04/10/2019	\$0.00	11/04/22 Damaged beyond repair
005110	ROP	Laptop	5CD9248SFH	HP	HP Probook 450 G6	Damaged	06/27/2019	\$0.00	11/04/22 Damaged beyond repair
005351	Special Ed.	Chromebook	5CD0303SJQ	HP	HP Chromebook	Damaged	07/08/2020	\$0.00	11/04/22 Damaged beyond repair
005364	Special Ed.	Chromebook	5CD0303SNV	HP	HP Chromebook	Damaged	07/08/2020	\$0.00	11/04/22 Damaged beyond repair
005391	Special Ed.	Chromebook	5CD0310CQY	HP	HP Chromebook	Damaged	08/17/2020	\$0.00	11/04/22 Damaged beyond repair
005820	FMOF	75" 4K Roku Smart	2104GTO002633A00112	TCL		Damaged	06/08/2021	\$0.00	09/20/22 TV fell off the wall and shattered
005886	Adult Ed	Printer	SYV02628	Canon	Canon imageCLASS MF820Cdn	Damaged	06/09/2020	\$0.00	05/17/23 Damaged beyond repair
CTC 1	SCCTC	Desktop	25FWGP2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 2	SCCTC	Desktop	FRC7CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 3	SCCTC	Desktop	FRC8CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 4	SCCTC	Desktop	FRC9CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 5	SCCTC	Desktop	FRB6CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 6	SCCTC	Desktop	FRC2CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 7	SCCTC	Desktop	FR95CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 8	SCCTC	Desktop	FR9VCH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 9	SCCTC	Desktop	FR96CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 10	SCCTC	Desktop	FRC6CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 11	SCCTC	Desktop	FR97CH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 12	SCCTC	Desktop	FRBWCH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 13	SCCTC	Desktop	FRBTCH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 14	SCCTC	Desktop	FRCVCH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
CTC 15	SCCTC	Desktop	FR9TCH2	Dell	Optiplex 3050	Obsolete	Unknown	\$0.00	Cambridge asset, replaced with new laptop
N/A	FMOF	Fleet Vehicle	1FAFP53245A209443	Ford	Taurus 2005	Fair	10/14/2005	\$1,330.00	
N/A	FMOF	Fleet Vehicle	1FMCU0F73EUB32316	Ford	Escape 2014	Fair	12/31/2013	\$11,571.00	
N/A	FMOF	Fleet Vehicle	JTDKDTB30E1569180	Toyota	Prius 2014	Fair	9/16/2014	\$12,500.00	
N/A	FMOF	Fleet Vehicle	JTDKDTB34E1077185	Toyota	Prius 2014	Fair	9/16/2014	\$12,500.00	

BOARD AGENDA ITEM: Request for Allowance of Attendance Form J-13A

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Whitney Hardison

SUBMITTED BY:

Nicolaas Hoogeveen

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

Approve and sign the Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A, to obtain approval of attendance and instruction time credit from the California Department of Education.

During the 2021-22 school year, there were multiple Sutter County Superintendent of Schools (SCSOS) County Operated Special Education classrooms located at various school district sites within the county that were closed as a result of COVID-19.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
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PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

SECTION B: SCHOOL CLOSURE

- Not Applicable (Proceed to Section C)
 Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

SECTION C: MATERIAL DECREASE

Not Applicable (Proceed to Section D)
 Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
		Total:					

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
		Total:					

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

**CALIFORNIA DEPARTMENT OF EDUCATION
 REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
 SUPPLEMENTAL FORM FOR SCHOOL CLOSURE
 SECTION B - PART II: SCHOOL INFORMATION**

LEA NAME:

Sutter County Superintendent of Schools

FISCAL YEAR: **2021-22**

Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
M. Hatfield Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/14/2022-1/18/2022	1/14/2022-1/18/2022	2
T. Bradley Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/14/2022-1/18/2022	1/14/2022-1/18/2022	2
K. Clark Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/18/2022	1/18/2022	1
N. Sandhu Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/18/2022	1/18/2022	1
A. Gill Class @ Lincoln Elementary, YCUSD	10512	Special Ed	180	0	0	1/13/2022-1/21/2022	1/13/2022-1/21/2022	6
L. Martin Class @ Feather River Academy, SCSOS	10512	Special Ed	180	0	0	1/13/2022-1/21/2022	1/13/2022-1/21/2022	6
S. Kruzik Class @ Feather River Academy, SCSOS	10512	Special Ed	180	0	0	1/18/2022-1/25/2022	1/18/2022-1/25/2022	6
B. Rosellini Class @ Riverbend Elementary, YCUSD	10512	Special Ed	180	0	0	1/20/2022-1/21/2022	1/20/2022-1/21/2022	2
D. Hatfield Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/21/2022-1/25/2022	1/21/2022-1/25/2022	3
K. Davis Class @ Riverbend Elementary, YCUSD	10512	Special Ed	180	0	0	1/26/2022-1/31/2022	1/26/2022-1/31/2022	4
A. Cearly Class @ Riverbend Elementary, YCUSD	10512	Special Ed	180	0	0	1/27/2022-2/4/2022	1/27/2022-2/4/2022	7
R. Clemens Class @ Apricot Preschool, SCSOS	10512	Special Ed	180	0	0	1/31/2022-2/7/2022	1/31/2022-2/7/2022	6
R. Miller Scott Class @ Barry Elementary, YCUSD	10512	Special Ed	180	0	0	1/31/2022	1/31/2022	1
N. Sandhu Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/31/2022-2/7/2022	1/31/2022-2/7/2022	6
M. Hatfield Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/31/2022-2/4/2022	1/31/2022-2/4/2022	5
M. Marler Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	1/31/2022-2/7/2022	1/31/2022-2/7/2022	6
J. Dhami Class @ Andros Karperos Elementary, YCUSD	10512	Special Ed	180	0	0	2/2/2022-2/4/2022	2/2/2022-2/4/2022	3
B. Rosellini Class @ Riverbend Elementary, YCUSD	10512	Special Ed	180	0	0	2/3/2022-2/11/2022	2/3/2022-2/11/2022	7
Betton-Wolfgram Class @ River Valley High School, YCUSD	10512	Special Ed	180	0	0	2/3/2022-2/11/2022	2/3/2022-2/11/2022	7
L. Jensen-Ruiz Class @ Feather River Academy, SCSOS	10512	Special Ed	180	0	0	2/7/2022-2/11/2022	2/7/2022-2/11/2022	5
K. Clark Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	2/8/2022-2/11/2022	2/8/2022-2/11/2022	4
M. Hatfield Class @ Butte Vista Elementary, YCUSD	10512	Special Ed	180	0	0	2/11/2022	2/11/2022	1
S. Kruzik Class @ Tierra Buenna Elementary, YCUSD	10512	Special Ed	180	0	0	2/24/22-2/28/22	2/24/22-2/28/22	3

EXECUTIVE DEPARTMENT
STATE OF CALIFORNIA

EXECUTIVE ORDER N-01-21

WHEREAS on March 4, 2020, I proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

WHEREAS the COVID-19 pandemic, as well as physical distancing and other public health measures undertaken in response to it, continue to affect individuals and governmental agencies alike, with associated impacts on adherence to certain statutory and regulatory deadlines and requirements; and

WHEREAS under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this Order would continue to prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of the COVID-19 pandemic.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes of the State of California, and in particular, Government Code sections 8567, 8571, and 8627, do hereby issue the following Order to become effective immediately:

IT IS HEREBY ORDERED THAT:

Paragraph 4 of Executive Order N-80-20 is withdrawn and superseded by the following text:

Notwithstanding the one-year period set forth in Health and Safety Code section 11362.745, subdivision (a), identification cards issued under Health and Safety Code section 11362.71 (concerning identification cards for persons authorized to engage in the medical use of cannabis and their designated primary caregivers) that would otherwise have expired on or after March 4, 2020, shall remain valid until this Order is modified or rescinded, or until the State of Emergency is terminated, whichever occurs sooner.

IT IS FURTHER ORDERED that, as soon as hereafter possible, this Order be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Order.

This Order is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 21st day of January 2021.



GAVIN NEWSOM
Governor of California

ATTEST:

JAMES SCHWAB
Acting Secretary of State

Agenda Item No. 16.0

BOARD AGENDA ITEM: First Reading of Revisions to Board Bylaws 9270 and 9320

BOARD MEETING DATE: June 21, 2023

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Maggie Nicoletti

PRESENTING TO BOARD:

Maggie Nicoletti

BACKGROUND AND SUMMARY INFORMATION:

The following Board Bylaws, with revisions, are being presented to the Board for a first reading:

- Board Bylaw 9270 – Conflict of Interest
- Board Bylaw 9320 – Meeting Notices

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

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

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

decision in which he/she knows or has reason to know that he/she has a disqualifying 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 **Board**. (2 CCR ~~18702.4~~ 18704)

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 ~~18702.1-18700~~)

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.

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

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

To avoid improper influence over the County Board's decision-making involving the issuance of a license, permit, or the other entitlements for use, including a contract, COE officers, which includes County Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A COE officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the County Board and for 12 months following the date a final decision is rendered in the proceeding, if the County Board member knows or has reason to know that the party or participant has a financial interest in the County Board's decision.
2. Any COE officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the County Board rendering a decision in the proceeding. If the COE officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the County Board's decision, the COE officer shall not make, participate in making, or in any way attempt to use the official position to influence the County Board's decision.

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

3. A COE officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the COE officer knows or should have known about the contribution and the proceeding.
4. A COE officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the County Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the COE officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The COE officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

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)

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

To avoid the appearance of impropriety, County Board members may decide not to participate in any discussion or action involving contracts where the County Board member's interest is a "noninterest" or "remote interest" as described in Education Code 1091 and 1091.5.

Common Law Doctrine Against Conflict of Interest

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

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

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)

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

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

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)

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>

Series 9000 – Board Bylaws

**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

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

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

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

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.

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

(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))

Policies and Regulations Manual Sutter County Board of Education

Series 9000 – Board Bylaws

Meetings and Notices

Meetings of the County Board of Education are conducted for the purpose of accomplishing County Board business. In accordance with state open meeting laws (Brown Act), the County Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, County Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the County Board's bylaws, policies, and administrative regulations.

A County Board meeting exists whenever a majority of County Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

A majority of the County Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. However, the County Superintendent of Schools or a county office of education (COE) employee or official may engage in separate conversations with County Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the County Board, as long as that person does not communicate the comments or position of any County Board members to other County Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at County Board meetings, appropriate disability-related accommodations or modifications shall be provided upon request in accordance with the Americans with Disabilities Act. **Any doubt about a request for accommodation shall be resolved in favor of accessibility.** (Government Code 54953, 54953.2, 54954.1, 54954.2)

Regular Meetings

The County Board shall hold one regular meeting(s) each month according to a schedule adopted by the Board at its Annual Organizational Meeting. In no case will there be less than one regular meeting of the Board per month. If a regular meeting falls on a holiday, the meeting will be rescheduled. The schedule of meeting dates and times will be distributed annually.

Meetings, unless otherwise specified, shall be held in the Board Room at the Sutter

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, CA 95993.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the County Board's and/or COE's web site. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the County Board less than 72 hours before the meeting, the secretary to the County Board or his/her designee shall make the materials available for public inspection at a public office or location designated for that purpose at the time the materials are distributed to all or a majority of the County Board. (Government Code 54957.5)

Special Meetings

Special meetings of the County Board may be called by the board president when exigencies require them to be held, or whenever any three members of the County Board make a written request for such a meeting. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the County Superintendent. (Education Code 1012; Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all County Board members and the local media who have requested such notice in writing. The notice also shall be posted on the County Board's and/or COE's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Government Code 54956)

Any County Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the secretary of the County Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the County Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The County Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the County Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the County Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the County Board

Except in the case of a dire emergency, the County Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the County Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the County Board. In the case of a dire emergency, the County Board president or designee shall give such notice at or near the time he/she notifies the other members of the County Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the County Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the County Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment.

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

Less than a quorum of the County Board may adjourn such a meeting. If no County Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The County Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The County Board may also convene a retreat or discussion meeting to discuss County Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the County Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within the county. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of County Board members at any of the following events is not subject to the Brown Act provided that a majority of the County Board members do not discuss specific County Board business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the County Board or COE to address a topic of local community concern
3. An open and noticed meeting of another body of the COE
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

6. An open and noticed meeting of a standing committee of the County Board, provided that the County Board members who are not members of the standing committee attend only as observers.

Individual contacts or conversations between a County Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within the county, except to do any of the following:
(Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the COE is a party
2. Inspect real or personal property which cannot conveniently be brought into the county, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the COE has no meeting facility within its boundaries or if its principal office is located outside the county
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the COE over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the COE but located outside the county, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the County Board's legal counsel for a closed session on

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

pending litigation, when doing so would reduce legal fees or costs

8. Interview residents of another county or district regarding the County Board's potential employment of an applicant for interim County Superintendent

Meetings exempted from the boundary requirements, as specified in items #1-8 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the County Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the County Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the County Board in which County Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the County Board, including the right to address the County Board directly at each teleconference location. (Government Code 54953)

The County Board may use teleconferences for all purposes in connection with any meeting within its subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the County Board shall participate from locations within the County. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the County Board, including the right to address the County Board directly at each teleconference location. (Government

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

Code 54953)

All County Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The County Board secretary or designee shall facilitate public participation in the meeting at each teleconference location.

Teleconferencing During a Personal Emergency

Until January 1, 2026, with approval from the majority of the County Board, a County Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the County Board member from attending in person. The County Board member requesting to appear remotely shall notify the County Board of the emergency situation as soon as possible and provide a concise general description of the circumstances relating to the County Board member's need to appear remotely. The County Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A County Board member may not appear remotely under emergency circumstances for more than 20 percent of the County Board's regular meetings or for more than three consecutive months. (Government Code 54953)

When a County Board member is approved to participate remotely due to emergency circumstances, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The COE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing for "Just Cause"

A County Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A County Board member appearing for just cause shall notify the County Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a County Board member to participate remotely
2. A contagious illness prevents a County Board member from attending in person
3. A County Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A County Board member is traveling while on official business of the County Board or another state or local agency

When a County Board member participates remotely for just cause, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the County Board member participates remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

The COE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

Until January 1, 2024, the County Board may conduct County Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the County Board directly at each teleconference location, and ensuring that at least a quorum of the County Board participate from locations within COE boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes, the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be as given and posted as otherwise required by the Brown Act

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the County Board. “In accordance with California Government Code 54953.3 SCBOE itself shall not require a member of the public, as a condition to attendance at a meeting or making of public comments, to register his or her name, to provide other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to his or her attendance or making of comment.”

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the County Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a County Board meeting and shall be provided an opportunity to address the County Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the County Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a County Board meeting a disruption occurs which prevents the COE from broadcasting the meeting to members of the public or for members of the public to offer public comments, the County Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The COE may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The County Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

1. The state of emergency continues to directly impact the ability of the County Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing

Federal	Description
1009	<u>Annual organizational meeting; date and notice</u>
1010	<u>County Superintendent- ex-officio secretary and executive officer</u>
1011	<u>Time and place of meetings</u>
1012	<u>Special meetings</u>
1040-1042	<u>Duties and responsibilities of county boards</u>
11135	<u>Nondiscrimination in programs or activities funded by state</u>
12101-12213	<u>Americans with Disabilities Act</u>
28 CFR 35.160	<u>Effective communications</u>
28 CFR 36.303	<u>Auxiliary aids and services</u>
35.160	<u>Communications, general</u>
3511.1	<u>Local agency executives</u>
36.303	<u>Auxiliary aids and services</u>
42 USC 12101-12213	<u>Americans with Disabilities Act</u>
54950-54963	<u>Brown Act, especially</u>
54953	<u>Meetings to be open and public; attendance</u>
54954	<u>Time and place of regular meetings; special meetings; emergencies</u>
54954.2	<u>Agenda posting requirements, county board actions</u>
54956	<u>Special meeting notices</u>
54956.5	<u>Emergency meeting notices</u>
78	<u>Ops.Cal.Atty.Gen. 327 (1995)</u>
79	<u>Ops.Cal.Atty.Gen. 69 (1996)</u>
84	<u>Ops.Cal.Atty.Gen. 181 (2001)</u>
88	<u>Bribery, forfeiture from office</u>

Management Resources	Description
Attorney General Opinion	<u>88 Ops.Cal.Atty.Gen. 218 (2005)</u>

**Policies and Regulations Manual
Sutter County Board of Education**

Series 9000 – Board Bylaws

Attorney General Opinion	<u>84 Ops.Cal.Atty.Gen. 30 (2001)</u>
Attorney General Opinion	<u>84 Ops.Cal.Atty.Gen. 181 (2001)</u>
Attorney General Opinion	<u>79 Ops.Cal.Atty.Gen. 69 (1996)</u>
Attorney General Opinion	<u>78 Ops.Cal.Atty.Gen. 327 (1995)</u>
Court Decision	<u>Wolfe v. City of Fremont, (2006) 144 Cal.App. 544</u>
CSBA Publication	<u>The Brown Act: School Boards and Open Meeting Laws, rev. 2014</u>
Institute for Local Government Publication	<u>The ABCs of Open Government Laws</u>
League of California Cities Publication	<u>Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010</u>
Website	<u>League of California Cities</u>
Website	<u>Institute for Local Government</u>
Website	<u>CSBA</u>
Website	<u>California Attorney General's Office</u>

State	Description
Ed. Code 35140	<u>Time and place of meetings</u>
Ed. Code 35143	<u>Annual organizational meetings; date and notice</u>
Ed. Code 35144	<u>Special meeting</u>
Ed. Code 35145	<u>Public meetings</u>
Ed. Code 35145.5	<u>Agenda; public participation; regulations</u>
Ed. Code 35146	<u>Closed sessions; student matters</u>
Ed. Code 35147	<u>Open meeting laws exceptions</u>
Gov. Code 11135	<u>Nondiscrimination in programs or activities funded by state</u>
Gov. Code 3511.1	<u>Local agency executives</u>
Gov. Code 54950-54963	<u>The Ralph M. Brown Act</u>
Gov. Code 54953	<u>Oral summary of recommended salary and benefits of superintendent</u>
Gov. Code 54954	<u>Time and place of regular meetings</u>
Gov. Code 54954.2	<u>Agenda posting requirements, board actions</u>
Gov. Code 54956	<u>Special Meetings</u>
Gov. Code 54956.5	<u>Emergency meetings</u>