

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, January 10, 2018 - 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:

Victoria Lachance, President
Jim Richmond, Vice President
Karm Bains, Member
June McJunkin, Member
Ron Turner, 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 54954.2 (a)(2) states, "No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3."* At the discretion of the Board president, time limits may be imposed upon such presentations.

5.0 Approve Minutes of the December 13, 2017, Regular Meeting
[Action Item]

The minutes of the December 13, 2017, Regular Meeting of the Sutter County Board of Education are presented for approval.

6.0 Accept 2016-2017 Sutter County Superintendent of Schools Audit Report – Barbara Henderson **[Action Item]**

The 2016-2017 Audit Report prepared by Crowe Horwath will be presented.

7.0 School Accountability Report Cards – Dr. Christine McCormick

School Accountability Report Cards are prepared per state requirements for Special Education and Feather River Academy

8.0 Approve Single Plan for Student Achievement – Feather River Academy – Dr. Christine McCormick **[Action Item]**

The Single Plan for Student Achievement delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals. The plan is developed and approved by the school site council and includes goals, activities and expenditures to improve the academic performance of students.

9.0 Local Control Accountability Plan (LCAP) Update – Dr. Christine McCormick

The Local Control Accountability Plan (LCAP) update will provide progress on the goals, actions and services from the 2017-18 LCAP.

10.0 Business Services Report

10.1 Monthly Financial Report – December 2017 – Barbara Henderson

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

11.0 First Reading – Board Policy and AR – Dr. Christine McCormick

BP 6173 – Education for Homeless Children
B/AR 6173 – Education for Homeless Children

12.0 Items from the Superintendent/Board

13.0 Adjournment

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Dr. Baljinder Dhillon, Superintendent, Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, CA 95993, at least three working days prior to any public meeting.

BOARD AGENDA ITEM: Approve Minutes of the December 13, 2017 Regular Board Meeting

BOARD MEETING DATE: January 10, 2018

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Dr. Baljinder Dhillon

PRESENTING TO BOARD:

Dr. Baljinder Dhillon

BACKGROUND AND SUMMARY INFORMATION:

The minutes of the regular meeting of the Sutter County Board of Education held December 13, 2017, are presented for approval.

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
December 13, 2017

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Lachance, 5:30 p.m., December 13, 2017, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by President Lachance.

3.0 Roll call of Members

Victoria Lachance, President – Present
Jim Richmond, Vice President – Arrived at 5:33 p.m.
Karm Bains, Member – Absent
June McJunkin, Member – Present
Ronald Turner, Member – Present

Dr. Baljinder Dhillon, Ex-officio Secretary – Present

Staff Members Present: Barbara Henderson, Christine McCormick and Maggie Nicoletti

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

Mr. Tom Reusser was in attendance.

5.0 Reorganization of the Sutter County Board of Education

5.1 Election of Board President

Board President Lachance opened nominations for the office of President. June McJunkin nominated Victoria Lachance for President of the Sutter County Board of Education. There being no further nominations, President Lachance closed the nominations.

A motion was made to elect Victoria Lachance to serve as President of the Sutter County Board of Education December 2017 through November 2018. President Elect Lachance chaired the remainder of the meeting.

Motion: June McJunkin *Seconded:* Ron Turner
Action: Motion Carried
Ayes: 3 (McJunkin, Turner and Lachance)
Noes: 0
Absent: 2 (Bains and Richmond)
Abstain: 0

5.2 Election of Board Vice President

President Lachance opened nominations for the office of Vice President. Ron Turner nominated Jim Richmond for Vice President.

There being no further nominations, President Lachance closed the nominations.

A motion was made to elect Jim Richmond to serve as Vice President of the Sutter County Board of Education December 2017 through November 2018.

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

5.3 Set Location, Time, Meeting Dates and Adopt 2018 Calendar

A motion was made to adopt the 2018 Sutter County Board of Education calendar as presented.

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

6.0 Approve Minutes of the November 8, 2017 Regular Meeting

A motion was made to approve the minutes of the November 8, 2017 regular meeting of the Sutter County Board of Education.

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

7.0 2017 CSBA Delegate Assembly Election – Region 4

June McJunkin expressed her interest in serving as the CSBA Delegate Assembly – Region 4. Elected Delegates serve a two-year term beginning April 1, 2018 through March 31, 2020.

Motion was made to nominate June McJunkin to serve as the CSBA Delegate Assembly – Region 4.

Motion: Ron Turner *Seconded:* Jim Richmond
Action: Motion Carried
Ayes: 4 (Turner, Richmond, Lachance and McJunkin)

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

12.0 Items from the Superintendent/Board

Bal stated the Board has information in their folders regarding a County Board Advanced Governance Workshop scheduled on March 23 – March 24, 2018 at the Yolo County Office of Education in Woodland. All Board Members were invited to attend the workshop.

Bal informed the Board that SCSOS has hired personnel for the Internal Director position, one for the External Director position and Barbara Henderson has been appointed as Assistant Superintendent of Business Services.

Jim asked if any changes have occurred at Shady Creek.

13.0 Adjournment

A motion was made to adjourn the meeting at 6:11 p.m.

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

BOARD AGENDA ITEM: Crowe Horwath- Audit of Financial Statements

BOARD MEETING DATE: January 10, 2018

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 Action

Jennifer Hall

 X Reports/Presentation

SUBMITTED BY:

 Information

Barbara Henderson

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Jennifer Hall

BACKGROUND AND SUMMARY INFORMATION:

Audit of the financial statements of Sutter County Superintendent of Schools as of June 30, 2017 and for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Sutter County Superintendent of Schools and the respective changes in financial position and cash flows, where applicable, in conformity with accounting principles generally accepted in the United States of America.

BOARD AGENDA ITEM:

School Accountability Report Card

BOARD MEETING DATE: January 10, 2018

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Dr. Christine McCormick,
Barbara Hickman and
Bill Embleton

SUBMITTED BY:

Dr. Christine McCormick

PRESENTING TO BOARD:

Dr. Christine McCormick

BACKGROUND AND SUMMARY INFORMATION:

School Accountability Report Cards are prepared per state requirements for Special Education and Feather River Academy.

Sutter County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|--|
| District Name | Sutter County Office of Education |
| Phone Number | (530) 822-2900 |
| Superintendent | Dr. Baljinder Dhillon |
| E-mail Address | bal.dhillon@suttercoe.org |
| Web Site | www.sutter.k12.ca.us |

| School Contact Information (School Year 2017-18) | |
|--|--|
| School Name | Sutter County Special Education |
| Street | 970 Klamath Ln. |
| City, State, Zip | Yuba City, Ca, 95993-8961 |
| Phone Number | 530-822-2912 |
| Principal Education | Barbara Hickman, Asst. Supt., Special Education |
| E-mail Address | barbarah@sutter.k12.ca.us |
| Web Site | www.sutter.k12.ca.us |
| County-District-School (CDS) Code | 51105126069454 |

Last updated: 11/13/2017

School Description and Mission Statement (School Year 2017-18)

Mission Statement

Working Together for Student Success

Vision Statement

We believe...

...That all special education students can reach their highest possible standard of achievement.

...That special education students can become contributing members of our community.

...That special education programs will reflect only the finest in research-based practices.

...That ongoing staff development will focus on the refinement of instructional practices that reflect the unique needs of our students.

...That all special education activities will be meaningful, authentic, and engaging for our students.

...That all Sutter County Special Educators will be a model of excellence in their field.

Programs

The Special Education Department provides special education related services to the 12 school districts and four charter schools within Sutter County for students from birth to age 22 years. The Special Education Department consists of approximately 168 staff members, located throughout Sutter County which provide support to students and families.

In addition to providing specialized academic instruction, speech and language, and school psychologist services to the eleven smaller districts of Sutter County, Sutter County serves approximately 363 students, in 36 classes, on 17 sites, throughout Sutter County. These 363 students, aged 3-22 yrs., require specialized instruction in a self-contained class to accommodate their special needs. Additionally, we served 114 students in regional programs and 340 students with speech services.

For ages Birth to three, services include the Infant Development Program. Preschool students are served in various special day class settings. For ages Five to 22 years, special day class programs are provided for students with emotional disabilities, for students with severe cognitive, physical, and/or medical disabilities, students identified with behavioral needs, and students identified with autism. Specialized services include speech and language, behavior, school nurse, and school psychologist.

The following programs provide meaningful instruction that is focused on utilizing research based instructional strategies, curriculum, and interventions.

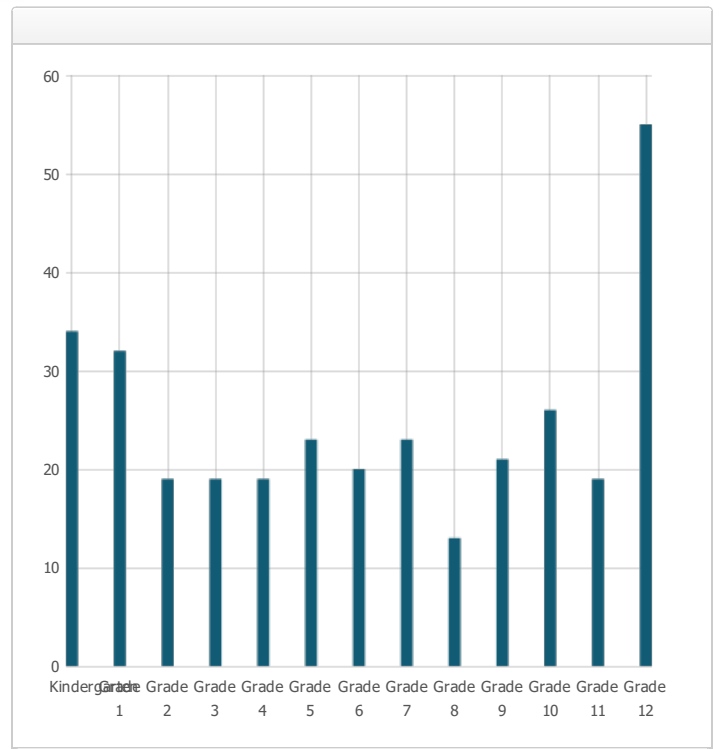
- Autism Spectrum Disorder
- Multiple Disability
- Severe Disability
- Adult Transition
- Deaf and Hard of Hearing
- Itinerant Deaf and Hard of Hearing
- Non-Categorical
- Infant Program
- Support Services
- Speech and Language
- School Psychologist
- School Nurses

Students in the Sutter County Schools program who have completed the requirements for a highschool diploma, receive their diplomas through their District of Residence.

Last updated: 11/13/2017

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 34 |
| Grade 1 | 32 |
| Grade 2 | 19 |
| Grade 3 | 19 |
| Grade 4 | 19 |
| Grade 5 | 23 |
| Grade 6 | 20 |
| Grade 7 | 23 |
| Grade 8 | 13 |
| Grade 9 | 21 |
| Grade 10 | 26 |
| Grade 11 | 19 |
| Grade 12 | 55 |
| Total Enrollment | 323 |



Last updated: 11/13/2017

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.5 % |
| American Indian or Alaska Native | 0.9 % |
| Asian | 8.0 % |
| Filipino | 0.6 % |
| Hispanic or Latino | 40.2 % |
| Native Hawaiian or Pacific Islander | 0.3 % |
| White | 42.4 % |
| Two or More Races | 1.2 % |
| Other | 3.9 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 61.9 % |
| English Learners | 20.1 % |
| Students with Disabilities | 100.0 % |
| Foster Youth | 0.3 % |

Last updated: 11/13/2017

A. Conditions of Learning

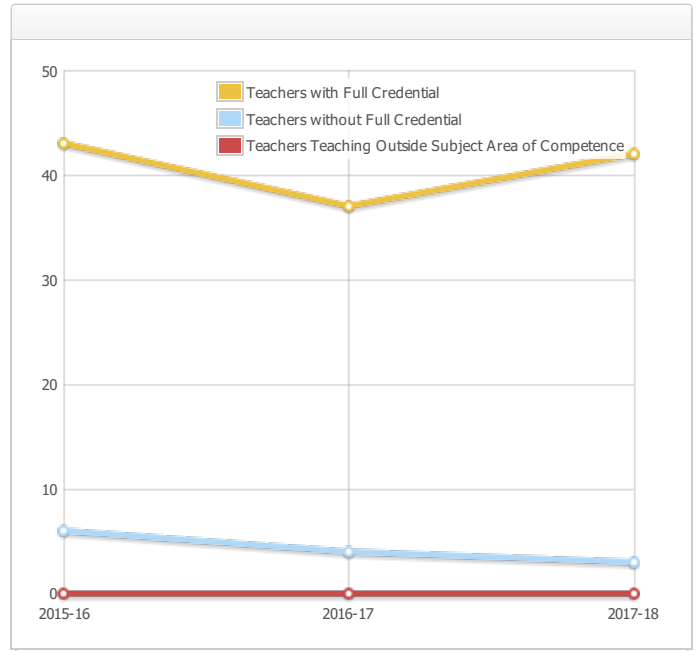
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

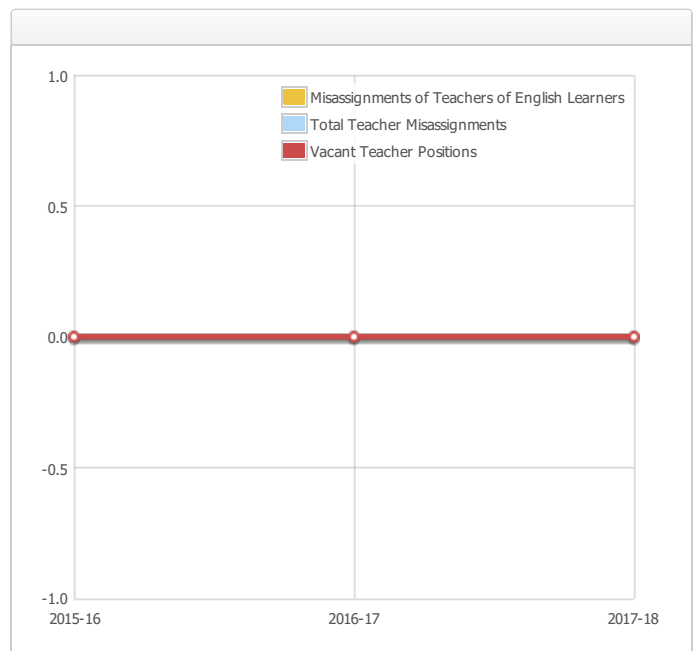
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 43 | 37 | 42 | 42 |
| Without Full Credential | 6 | 4 | 3 | 3 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 12/19/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/19/2017

School Facility Conditions and Planned Improvements

Sutter County Superintendent of Schools (SCSOS) classrooms are guest tenants on various district campuses throughout Sutter County. The classrooms we are housed in are located on the following campuses: Andros Karperos, Butte Vista Elementary, Barry Elementary, Live Oak Middle School, Live Oak High School, Luther Elementary School, Gray Avenue Middle School, Central Gaither Elementary, Sutter Union High School, Yuba City High School, River Valley High School, Riverbend Elementary, Lincoln Elementary, Lincrest Elementary and Apricot Center. All of the classrooms are in good physical shape and are not in need of repairs.

Last updated: 11/13/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 2% | 14% | 4% | 12% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 5% | 6% | 5% | 5% | 36% | 37% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/13/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 3.0% | 30.0% | 5.0% | 26.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 11/13/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 5 | 14.3% | 4.8% | -- |
| 7 | 6.7% | -- | -- |
| 9 | -- | 7.7% | 7.7% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/19/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are participate in annual IEP meetings. Additionally, the Community Advisory Committee (CAC) is regularly asked for input regarding the programs, special program needs, special student needs, and policy developments. The CAC is an advisory body that meets regularly and is comprised of parents, community members and school representatives.

As our programs are hosted on school district sites, our parents are included in parent activities such a Back-to-School night, Open House, parent conferences, and other special family and parent focused events such as a "Harvest Festival."

State Priority: Pupil Engagement

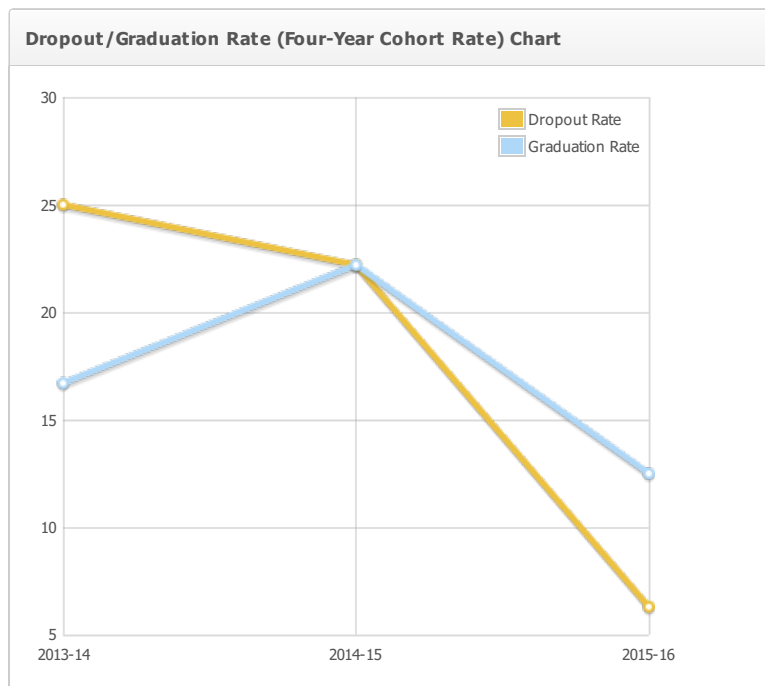
Last updated: 11/13/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 25.0% | 22.2% | 6.3% | 37.0% | 30.0% | 26.8% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 16.7% | 22.2% | 12.5% | 27.4% | 28.8% | 41.1% | 81.0% | 82.3% | 83.8% |



Last updated: 11/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 5.5% | 36.7% | 87.1% |
| Black or African American | 0.0% | 16.7% | 79.2% |
| American Indian or Alaska Native | 0.0% | 100.0% | 80.2% |
| Asian | 0.0% | 0.0% | 94.4% |
| Filipino | 0.0% | 0.0% | 93.8% |
| Hispanic or Latino | 4.6% | 38.5% | 84.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 100.0% | 86.6% |
| White | 9.1% | 36.8% | 91.0% |
| Two or More Races | 0.0% | 50.0% | 90.6% |
| Socioeconomically Disadvantaged | 3.9% | 40.0% | 85.5% |
| English Learners | 9.1% | 15.8% | 55.4% |
| Students with Disabilities | 5.5% | 16.9% | 63.9% |
| Foster Youth | 0.0% | 0.0% | 68.2% |

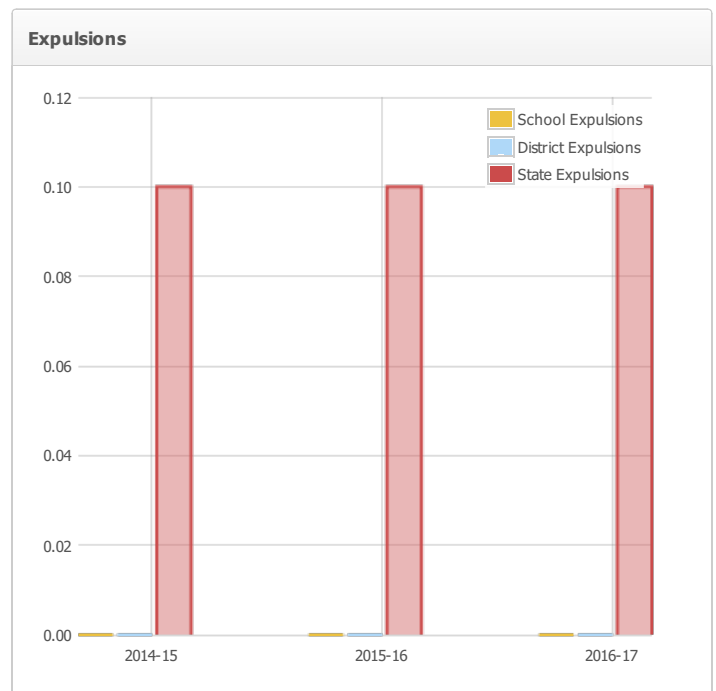
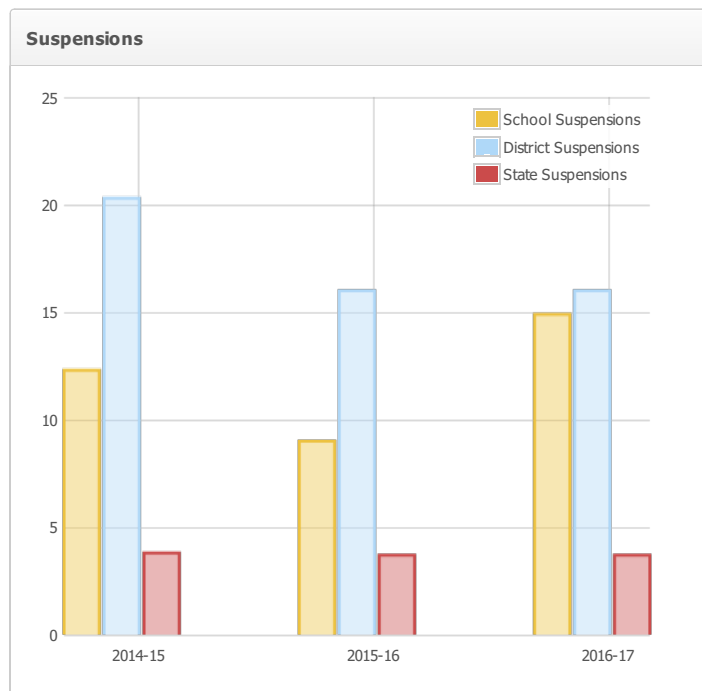
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 12.3% | 9.0% | 14.9% | 20.3% | 16.0% | 16.0% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

Sutter County Superintendent of Schools' (SCSOS) classrooms are guest tenants on multiple school campuses within Sutter County. Therefore, SCSOS staff and students adhere to host site safety plans. SCSOS does not participate in the development and review of safety plans.

Last updated: 11/13/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 7.0 | 5 | 0 | 0 | 8.0 | 3 | 0 | 0 | 8.0 | 3 | 0 | 0 |
| 1 | 7.0 | 1 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 2 | 0.0 | 0 | 0 | 0 | 10.0 | 1 | 0 | 0 | 11.0 | 1 | 0 | 0 |
| 3 | 6.0 | 1 | 0 | 0 | 0.0 | 0 | 0 | 0 | 8.0 | 1 | 0 | 0 |
| 4 | 7.0 | 1 | 0 | 0 | 8.0 | 3 | 0 | 0 | 5.0 | 1 | 0 | 0 |
| 5 | 2.0 | 2 | 0 | 0 | 0.0 | 0 | 0 | 0 | 12.0 | 2 | 0 | 0 |
| 6 | 4.0 | 3 | 0 | 0 | 5.0 | 3 | 0 | 0 | 1.0 | 1 | 0 | 0 |
| Other | 9.0 | 6 | 0 | 0 | 11.0 | 4 | 0 | 0 | 8.0 | 5 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 11/13/2017

Types of Services Funded (Fiscal Year 2016-17)

Sutter County Superintendent of Schools Special Education programs serve students from the age of 3 - 22. Speech and Language services are provided to eligible students in those programs. We also provide special education services to students in regional programs located throughout 12 districts with the SELPA. Handicapping conditions include autism, intellectual disabilities, deaf and hard of hearing, emotional disturbance, speech and language impairments, learning disabilities, other health impairments, and multiple disabilities. Instruction is guided by a students Individual Education Plan (IEP).

Last updated: 11/13/2017

Professional Development

Sutter County Superintendent of Schools offers three full mandatory days of professional development to all teachers. The focus of this professional development is in the areas of:

- Quality Instruction
- Implementing Academic Interventions
- EL Instruction and Interventions
- Case Management and Educational Benefit
- Behavior Management
- Various Content Specific Areas (at teacher request)

We offer both in-house and conference options for staff to take advantage of. Teachers receive continued support to review in these areas of professional development focus throughout the school year.

Last updated: 11/13/2017

Feather River Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

- Feather River Academy -



"Focus on Responsibility and Academics"

Bill Embleton, Principal

Principal, Feather River Academy

About Our School

Feather River Academy (FRA) Administration, Staff and Parents are very proud of the 37 students who graduated in June of 2016. Since the start of the 2015-2016 School Year, FRA staff enthusiastically focused efforts on increasing student attendance, participation and the WASC Accreditation process. FRA looks forward to highlighting our progress in a one day WASC visit in February 2018. FRA Administration and staff thank our students and their families for their commitment to higher behavioral and academic standards. The FRA family continues to receive the wonderful benefit of developing relationships with our students as staff implement the principles of the "Capturing Kids Hearts" program. We look forward to refining our efforts and expanding relationships with our students, families and outside agencies as we build new partnerships. We are deeply appreciative of our collaborations with Sutter-Yuba Mental Health, Children's System of Care (CSOC), Youth Services, Sutter County One Stop, Sutter County Probation, Tri-County ROP, Hope Point Nazarene Church, Habitat for Humanity/Youth Build Program and Yuba Community College. We are excited by the increase in student, family and community participation in our Open House dinner, hosted by the Senior Economics class with 350 people in attendance. The community donations for the 2015-16 dinner made this the most successful raffle FRA has had. The Attendance Incentive Program opened a world of culture and refinement as students were invited to the Sacramento Symphony following a formal dinner. Our lasting connections with the Young Men and Women's Breakfast groups and several successful field trips continue to deepen the experiences of our students. All of which culminated in the most successful FRA Prom in the last decade. We are grateful for our relationships with parents and the community and we look forward to our continued association.

Contact

Feather River Academy
1895 Lassen Blvd.
Yuba City, CA 95993-8987

Phone: 530-822-2400
E-mail: bembleton@sutter.k12.ca.us

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | | School Contact Information (School Year 2017-18) | |
|--|--|--|--|
| District Name | Sutter County Office of Education | School Name | Feather River Academy |
| Phone Number | (530) 822-2900 | Street | 1895 Lassen Blvd. |
| Superintendent | Dr, Baljinder Dhillon | City, State, Zip | Yuba City, Ca, 95993-8987 |
| E-mail Address | bal.dhillon@suttercoe.org | Phone Number | 530-822-2400 |
| Web Site | www.sutter.k12.ca.us | Principal | Bill Embleton, Principal |
| | | E-mail Address | bembleton@sutter.k12.ca.us |
| | | Web Site | www.sutter.k12.ca.us |
| | | County-District-School (CDS) Code | 51105120114207 |

Last updated: 12/19/2017

School Description and Mission Statement (School Year 2017-18)

School Description

Feather River Academy (FRA), Fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is an alternative school established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Feather River Academy consists of a county community school including an Independent Study Program (ISP). Feather River Academy and the Independent Study Program are housed on a campus next door to the Sutter County Superintendent of Schools Office. FRA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs.

Students in grades 7 – 12 who are at risk of being expelled, have been expelled, or are referred by courts or probation are served by Feather River Academy. The Independent Study Program is for students who demonstrate a high degree of self-motivation and prefer a self-guided program under the guidance of a credentialed teacher. Independent study is an alternative to classroom instruction consistent with the county office's course of study and is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills and knowledge all students should gain as verified in a written agreement. Independent study can be a part of, be separate from, or be in addition to a regular classroom program. Independent study is an instructional strategy (not a categorical program) that responds to an individual's needs and style of learning.

All programs work closely with students and parents to provide a focused instructional program that leads to graduation or eventual return to their home school.

Mission Statement: The mission of Feather River Academy is to provide students with an alternative to traditional education.

Focus on **Responsibility and Academics**

Our Vision Is To:

- Develop relationships among students, staff and peers that emphasize respectful and responsible behavior in all endeavors.
- Provide a rigorous alternative academic program guiding school-wide and individual goals.
- Empower students to think critically and problem solve.
- Prepare our students for a successful personal and professional future.

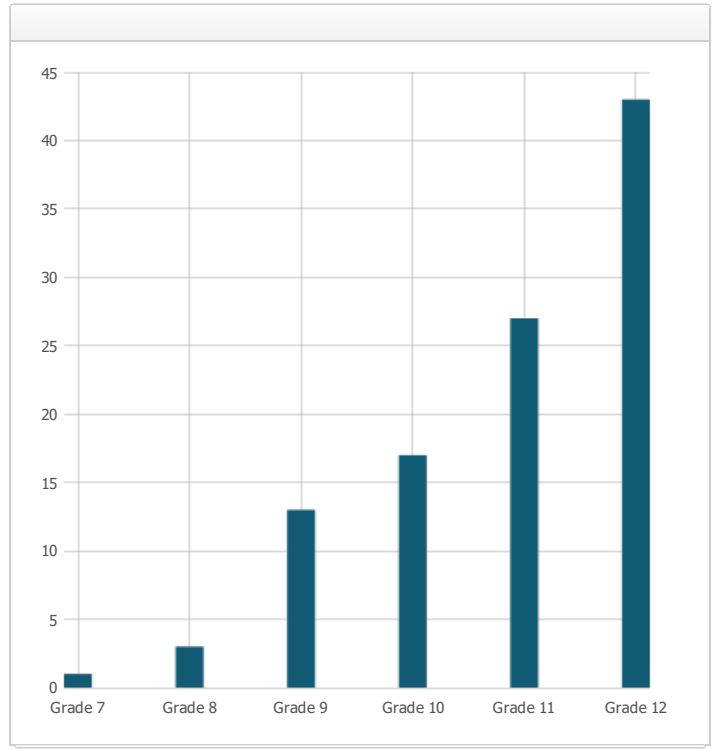
As Students:

- We are Responsible FRA students
- We are Respectful FRA students
- We are Safe FRA students
- We are Kind FRA students

Last updated: 11/9/2017

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 1 |
| Grade 8 | 3 |
| Grade 9 | 13 |
| Grade 10 | 17 |
| Grade 11 | 27 |
| Grade 12 | 43 |
| Total Enrollment | 104 |



Last updated: 11/9/2017

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.9 % |
| American Indian or Alaska Native | 2.9 % |
| Asian | 1.9 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 45.2 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 40.4 % |
| Two or More Races | 3.8 % |
| Other | 3.9 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 81.7 % |
| English Learners | 12.5 % |
| Students with Disabilities | 24.0 % |
| Foster Youth | 2.9 % |

Last updated: 11/9/2017

A. Conditions of Learning

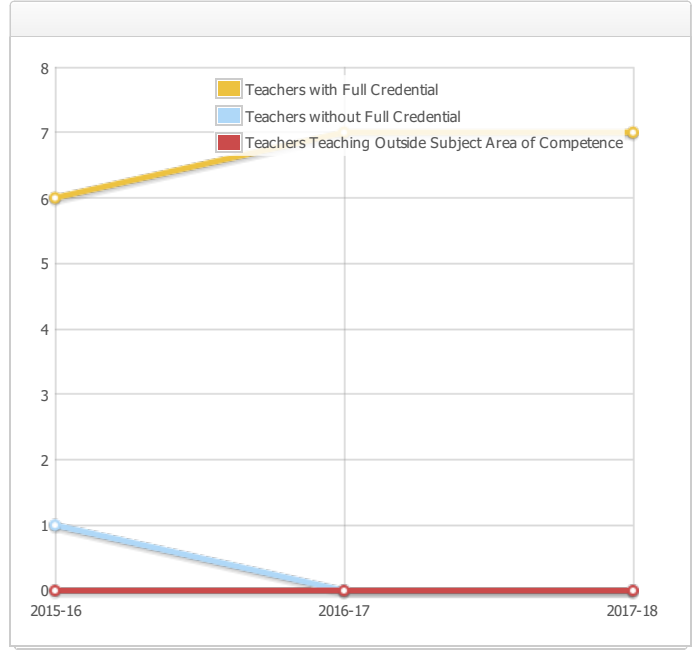
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

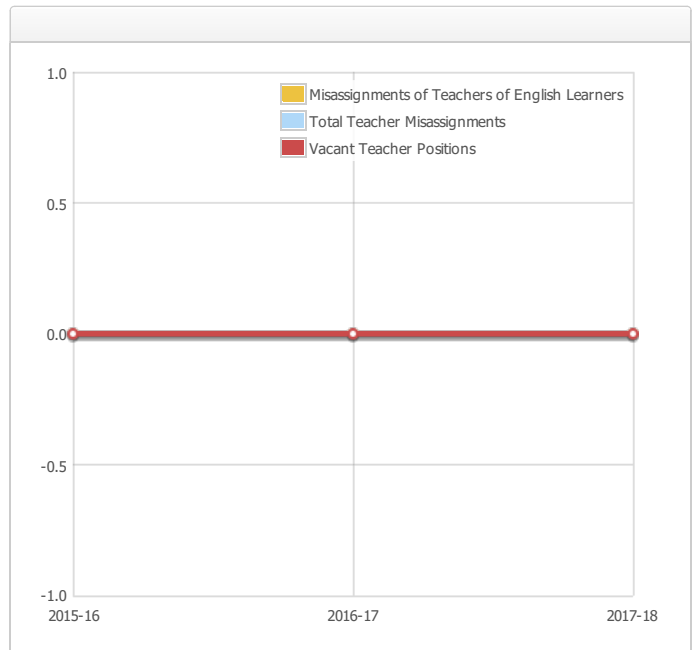
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 6 | 7 | 7 | 7 |
| Without Full Credential | 1 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 11/9/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 11/9/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Holt, Reinhart and Winston | No | 0.0 % |
| Mathematics | McDougle Little | No | 0.0 % |
| Science | Holt Science Spectrum | Yes | 0.0 % |
| History-Social Science | McDougle Little Modern Work Holt Rinehart and Winston - The Americans 7th, 8th, TCI (Teachers Curriculum Institute) 11th - Pearson Prentice Hall Economics: McDougle Little | Yes | 0.0 % |
| Foreign Language | not applicable | | 0.0 % |
| Health | Glencoe | Yes | 0.0 % |
| Visual and Performing Arts | Glencoe - Art in Focus | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

Note: Cells with N/A values do not require data.

Last updated: 11/9/2017

School Facility Conditions and Planned Improvements

Sutter County Superintendent of Schools is committed to providing a safe, orderly, and secure environment for the students and staff of Feather River Academy. The campus was built in 2004/2005 and officially opened to students in August 2005. The campus includes state-of-the-art technology, design, and access to the community. All classrooms and offices are equipped with energy-efficient heating and lighting. Internet access is provided in all classrooms and offices. The school includes an intrusion and video surveillance system.

Feather River Academy has full-time grounds and maintenance services. The grounds and building are clean and properly maintained. The facility is 28,000 square feet and can house 130 full-time students.

The County Office takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the County Office uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the county schools office. County School maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. There are adopted cleaning standards for the county sites.

Last updated: 11/9/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 11/9/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 10% | 4% | 4% | 12% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 2% | 0% | 5% | 5% | 36% | 37% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/13/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 6.0% | 19.0% | 5.0% | 26.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 11/13/2017

Career Technical Education Programs (School Year 2016-17)

Feather River Academy FRA offers a Career Education course/(electives) class where students are able to access the California Career Resource Network. They can login in the classroom or in the FRA computer lab under the direction of the Career Education Teacher. Students can access California Career Center, California Career Zone, California Career Planning Guide, and The Real Game California (TRGC). Students receive instruction on writing letters of interests and Resume development. Students showing a high level of commitment may pursue the CareerSafe program through Cal-OSHA, working toward the 10-Hour General Industry or Construction Industry lifetime certification. Additionally, during the 2016-17 school year, FRA developed an Agriculture Science Career Pathway and is utilizing the onsite greenhouse to support student learning.

Last updated: 11/13/2017

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 16 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 0.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.0% |

Last updated: 11/13/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 65.4% |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 7 | -- | -- | -- |
| 9 | 43.8% | 31.2% | 6.2% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/19/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to participate in all aspects of their child’s education. Parents attend the orientation meeting with the principal or school counselor to discuss appropriate placement, status of credits, course of study; and expectations for attendance and behavior. Principal and staff regularly meet with parents to report on student progress through written and oral communication. Parents are invited to the many activities on campus including assemblies, breakfasts, graduations, and visits to the classrooms. Parents are strongly encouraged to contact FRA staff to share concerns, ask questions, or conference with teachers. The FRA’s site council reviews documents and provides input for various funding sources. Diligent efforts are ongoing to form additional parent committees. Due to the highly transient nature of our student population, the formation of parent committees is challenging. Efforts are made to obtain parent input during initial and orientation meetings, and by the principal and staff throughout the student tenure. During the orientation parents are encouraged to participate in FRA by identifying times and activities in which they are interested or in which their student are engaged.

State Priority: Pupil Engagement

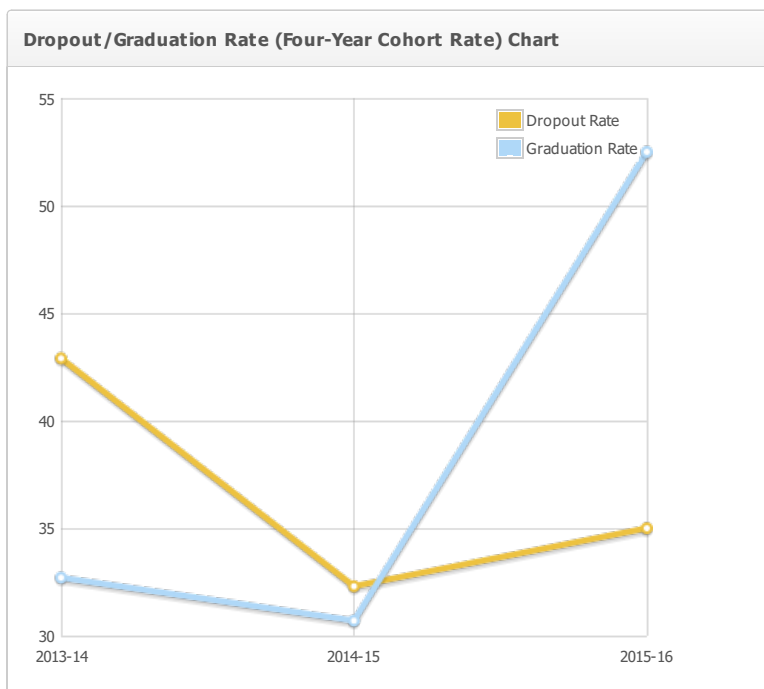
Last updated: 11/13/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 42.9% | 32.3% | 35.0% | 37.0% | 30.0% | 26.8% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 32.7% | 30.7% | 52.5% | 27.4% | 28.8% | 41.1% | 81.0% | 82.3% | 83.8% |



Last updated: 11/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 68.5% | 36.7% | 87.1% |
| Black or African American | 100.0% | 16.7% | 79.2% |
| American Indian or Alaska Native | 100.0% | 100.0% | 80.2% |
| Asian | 0.0% | 0.0% | 94.4% |
| Filipino | 0.0% | 0.0% | 93.8% |
| Hispanic or Latino | 63.3% | 38.5% | 84.6% |
| Native Hawaiian or Pacific Islander | 100.0% | 100.0% | 86.6% |
| White | 75.0% | 36.8% | 91.0% |
| Two or More Races | 66.7% | 50.0% | 90.6% |
| Socioeconomically Disadvantaged | 61.4% | 40.0% | 85.5% |
| English Learners | 25.0% | 15.8% | 55.4% |
| Students with Disabilities | 80.0% | 16.9% | 63.9% |
| Foster Youth | 0.0% | 0.0% | 68.2% |

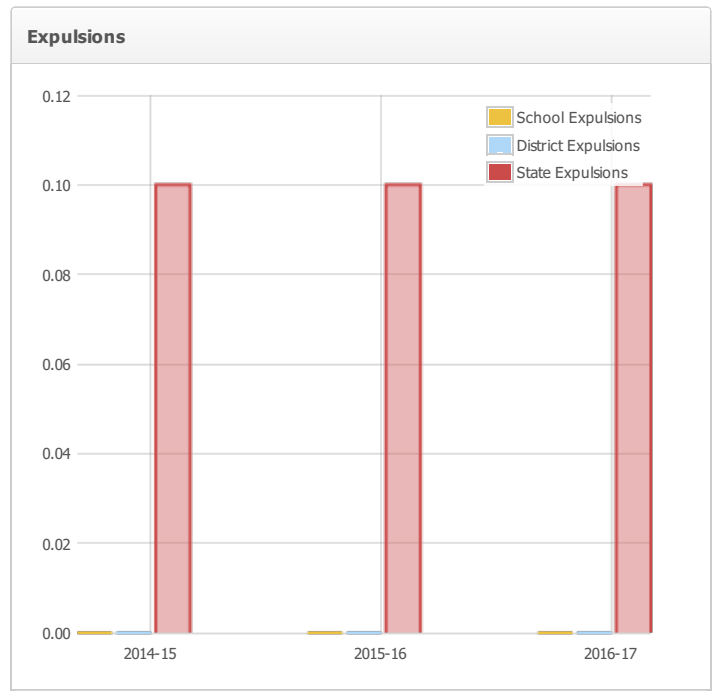
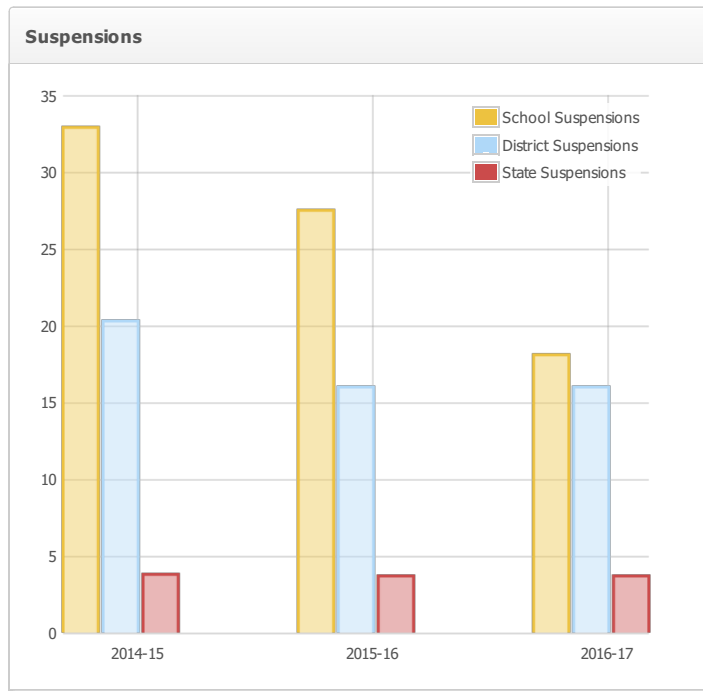
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 32.9% | 27.5% | 18.1% | 20.3% | 16.0% | 16.0% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

The purpose of the Safety Plan, including an Emergency Response Plan, is to provide a uniform basis of operation and conduct for all personnel associated with Sutter County Superintendent of Schools Office, including Feather River Academy, before, during, and after an emergency.

The plan is updated on an annual basis and is available at Feather River Academy. The Safety Plan is reviewed and updated by the School Site Council in conjunction with school staff.

Last updated: 11/13/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2009-2010 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0% |

Last updated: 11/13/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 10.0 | 6 | 0 | 0 | 10.0 | 8 | 0 | 0 | 6.0 | 11 | 0 | 0 |
| Mathematics | 4.0 | 14 | 0 | 0 | 6.0 | 12 | 0 | 0 | 5.0 | 10 | 0 | 0 |
| Science | 15.0 | 4 | 0 | 0 | 17.0 | 4 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| Social Science | 13.0 | 7 | 0 | 0 | 21.0 | 3 | 3 | 0 | 16.0 | 6 | 0 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 11/13/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 1.0 | 50.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.0 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.3 | N/A |
| Speech/Language/Hearing Specialist | 0.3 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 11/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | -- | -- | -- | -- |
| District | N/A | N/A | \$0.0 | \$0.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$6574.0 | \$0.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

Note: Cells with N/A values do not require data.

Last updated: 12/19/2017

Types of Services Funded (Fiscal Year 2016-17)

FRA provides services to support the unique learning needs of expelled, truant and disenfranchised youth. Such services as mental health counseling, rewards incentives for attendance and behavior, discounted transportation, and probation are funded for FRA using both LCFF and general fund dollars. Additional funds are obtained through grants and community partnerships as well as school fundraising efforts. Currently, FRA is utilizing grant funds received from the California SUMS (MTSS) initiative to support programs and professional learning for teachers.

Last updated: 11/13/2017

Professional Development

Staff members build effective elements of instruction through participation in conferences and site-based workshops throughout the year. For the past three years, Sutter County Superintendent of Schools Office has offered three staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

FRA staff meet every Wednesday to collaborate, build understanding and effectiveness in the areas of WASC Accreditation, Common Core Implementation, Student Learning and Achievement, new curriculum development and use i.e., Renaissance Learning, (ALEKS) an online math program, Career Technical Education, Social Emotional Learning and Cyber High offerings.

The entire FRA staff attended Nurtured Heart Approach Training in August of 2017.

Last updated: 11/13/2017

BOARD AGENDA ITEM:

Approve Single Plan for Student Achievement – Feather River Academy

BOARD MEETING DATE: January 10, 2018

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Bill Embleton

SUBMITTED BY:

Dr. Christine McCormick

PRESENTING TO BOARD:

Bill Embleton

BACKGROUND AND SUMMARY INFORMATION:

The Single Plan for Student Achievement delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals. The plan is developed and approved by the school site council and includes goals, activities and expenditures to improve the academic performance of students.

Feather River Academy

Single Plan for Student Achievement



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement

School: Feather River Academy

District: Sutter County Superintendent of Schools

County-District School (CDS) Code: 51-10512-00142207

Principal: William Embleton

Date of this revision: December 5, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

| | |
|-------------------|---------------------------------------|
| Contact Person: | William Embleton |
| Position: | Principal |
| Telephone Number: | 530.822.2400 |
| Address: | 1895 Lassen Blvd, Yuba City, CA 95993 |
| E-mail Address: | bille@sutter.k12.ca.us |

The District Governing Board approved this revision of the SPSA on January 10, 2018.



Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL: All Students will achieve at high levels to prepare them for the next steps in their chosen college/career pathway.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|--|---|
| <ul style="list-style-type: none">● CAASPP assessment in ELA/Math for 11th grade.● Algebra 1/Integrated Math 1 passing rates● Renaissance Learning Assessments | <ul style="list-style-type: none">● The number of students that met standards increased by 2.4-3.0% in both ELA and Math● The number of students passing Algebra 1/Integrated Math need to improve● It is difficult to analyze Renaissance Learning data due to the high mobility of students and a very small sample size.● Assessments need to be administered more frequently and consistently.● Assessment will now be administered at the end of new student orientation. | <ul style="list-style-type: none">● Increase in the number of student who successfully transition back to their home schools.● Mid-Year Check and ILP● Stakeholders Meeting Reports● Annual Update on LCAP |

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|---|--|--|
| <ul style="list-style-type: none"> ● Purchase curriculum, materials and supplies to support CCSS and intervention to improve student access and proficiency. Instruction will be aligned with the CCSS, NGSS and ELD standards using ES staff. Including the purchase and increased use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software. ● Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement (CCSS, ELD), school culture (Capturing Kids Hearts, The Nurtured Heart Approach) and good instruction. | <ul style="list-style-type: none"> ● ESS Staff ● Site Principal ● Classroom Teachers ● Director of Student Support Services ● Superintendent | <ul style="list-style-type: none"> ● Purchase a third classroom set of Chromebooks with charging cart. ● Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration, and professional development. | <p>Title I \$5000.00</p> |

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|--|---|--|
| Provide resources to reduce barriers to accessing education; transportation options, school supplies. | <ul style="list-style-type: none"> ● School Counselor ● Site Principal ● Director of Student Support Services ● Superintendent | Bus passes and school supplies will be purchased to support access for all students. | Title I \$ 4500.00 |
| Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities. | <ul style="list-style-type: none"> ● School Counselor ● Site Principal ● Director of Student Support Services ● Superintendent | School counselor position will be maintained to assist in student support intervention. | Title I \$25000.00 |
| Provide credit recovery opportunities via extended school year offerings for a week following each grading period and in June. | <ul style="list-style-type: none"> ● Site Principal ● Classroom teachers ● Director of Student Support Services ● Superintendent | Extended School Year will occur for one week in October, one week in March and three weeks in June. | Title I \$5833.00 |
| For redesignated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success | <ul style="list-style-type: none"> ● Site Principal ● School Counselor ● Classroom teachers | The counselor will monitor outcomes of students who are identified as RFEP to ensure they were maintaining academic success | Title I \$6607.00 |

GOAL: All expelled youth will satisfy the terms of the expulsion agreements and return to their home school or fulfill requirements for graduation at FRA.

What data did you use to form this goal?

- Graduation Rates
- Individual Learning Plans (ILP)
- Curriculum and instruction in districts in Sutter County

What were the findings from the analysis of this data?

- 38% of expelled 12th grade students graduated. 26% of the total graduates were expelled students.
- Every Student has a ILP and it is reviewed each semester.
- Curriculum purchases are based on a review of district's curriculum adoptions.
- Alignment is needed for instruction and curriculum between FRA and districts in Sutter County

How will the school evaluate the progress of this goal?

- Mid-year check
- Stakeholders Meeting Reports
- Annual Update on LCAP
- Students transitioning back to their home school District's without loss of credits.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|--|--|--|
| Meetings held with expelled youth to review their progress toward meeting their rehabilitation plan and the terms of their readmission as determined by their district of residence. | <ul style="list-style-type: none"> ● Site Principal ● Classroom teachers ● School Counselor ● Student ● Parents | Meetings to be held quarterly. | Title I \$14,392.00 |
| Each student who enrolls at FRA must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is review and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions. | <ul style="list-style-type: none"> ● School Counselor ● Site Principal ● Student ● Parent | Enrollment/Orientation meetings for new students | Title I \$6907.00 |

Programs Included in this Plan

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

| Federal Programs | | Allocation |
|--|--|-------------------|
| <input checked="" type="checkbox"/> | <p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)</p> | \$ 97,729.00 |
| <input checked="" type="checkbox"/> | <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p> | \$ 100.00 |
| <input checked="" type="checkbox"/> | <p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p> | \$ 10,187.00 |
| Total amount of federal categorical funds allocated to this school | | \$ 108,016.00 |
| Total amount of state and federal categorical funds allocated to this school | | \$ 108,016.00 |

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| William Embleton | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sydni Beaver | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Peter Cremer | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Elizabeth Contreras | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Brent Campfield | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Toni Costales-Servin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maddison Williams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lorena Heredia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jatinder Sandhu | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

¹ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: December 7, 2017

Attested:

| | | |
|--------------------------------|---|-----------------|
| <u>William Embleton</u> | <u></u> | <u>12/11/17</u> |
| Typed name of School Principal | Signature of School Principal | Date |

| | | |
|-------------------------------|---|-----------------|
| <u>Sydni Beaver</u> | <u></u> | <u>12/11/17</u> |
| Typed name of SSC Chairperson | Signature of SSC Chairperson | Date |

BOARD AGENDA ITEM: Local Control Accountability Plan Update

BOARD MEETING DATE: January 10, 2018

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Dr. Christine McCormick and
Bill Embleton

SUBMITTED BY:

Dr. Christine McCormick

PRESENTING TO BOARD:

Dr. Christine McCormick and Bill
Embelton

BACKGROUND AND SUMMARY INFORMATION:

The Local Control Accountability Plan (LCAP) update will provide progress on the goals, actions and services from the 2017-18 LCAP.

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: January 13, 2018

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Barbara Henderson

Reports/Presentation

SUBMITTED BY:

Information

Barbara Henderson

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Barbara Henderson

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for December will be reviewed.

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

| Description | Account Codes | Original Budget | Operating Budget | Actuals to Date | Projected Yr Totals | Difference (Col D - B) | 2017-18 % Actuals as a % of Budget |
|---|---------------|-----------------------|-----------------------|----------------------|-----------------------|------------------------|------------------------------------|
| | | 7/1/17 (A) | 11/15/17 (B) | 11/15/17 (C) | 11/15/17 (D) | (E) | |
| A. Revenues | | | | | | | |
| 1) Local Control Funding Formula | 8010-8099 | \$ 9,496,131 | \$ 9,345,002 | \$ 2,944,460 | \$ 9,345,002 | - | A 31.5% |
| 2) Federal Revenues | 8100-8299 | \$ 4,740,118 | \$ 4,260,395 | \$ 2,129,325 | \$ 4,264,196 | 3,801 | B 50.0% |
| 3) Other State Revenues | 8300-8599 | \$ 9,541,116 | \$ 9,377,956 | \$ 7,357,444 | \$ 9,456,446 | 78,490 | C 78.5% |
| 4) Other Local Revenues | 8600-8799 | \$ 12,109,699 | \$ 12,826,768 | \$ 1,243,605 | \$ 12,830,669 | 3,901 | D 9.7% |
| TOTAL REVENUES | | \$ 35,887,064 | \$ 35,810,121 | \$ 13,674,833 | \$ 35,896,313 | \$ 86,192 | 38.1% |
| B. Expenditures | | | | | | | |
| 1. Certificated Salaries | 1000-1999 | \$ 8,385,290 | \$ 8,299,281 | \$ 2,995,985 | \$ 8,288,596 | (10,685) | E 36.1% |
| 2. Classified Salaries | 2000-2999 | \$ 11,670,530 | \$ 11,302,337 | \$ 4,179,913 | \$ 11,319,801 | 17,464 | F 37.0% |
| 3. Employee Benefits | 3000-3999 | \$ 6,799,575 | \$ 6,827,312 | \$ 2,200,154 | \$ 6,829,258 | 1,946 | G 32.2% |
| 4. Books and Supplies | 4000-4999 | \$ 939,371 | \$ 1,089,655 | \$ 387,517 | \$ 1,101,121 | 11,466 | H 35.6% |
| 5. Services, Other Operation | 5000-5999 | \$ 5,108,842 | \$ 5,684,548 | \$ 1,736,982 | \$ 5,702,297 | 17,749 | I 30.6% |
| 6. Capital Outlay | 6000-6999 | \$ 407,282 | \$ 1,257,013 | \$ 563,834 | \$ 1,300,637 | 43,624 | J 44.9% |
| 7. Other Outgo | 7100-7299 | \$ 205,669 | \$ 270,417 | \$ 132,448 | \$ 267,417 | (3,000) | K 49.0% |
| 8. Direct Support/Indirect | 7300-7399 | \$ (91,919) | \$ (93,931) | \$ (39,085) | \$ (93,931) | - | L 41.6% |
| 9. Debt Service | 7400-7499 | \$ - | \$ - | \$ - | \$ - | - | M 0.0% |
| TOTAL EXPENDITURES | | \$ 33,424,640 | \$ 34,636,632 | \$ 12,157,747 | \$ 34,715,196 | 78,564 | 35.1% |
| Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B9) | | \$ 2,462,424 | \$ 1,173,489 | \$ 1,517,087 | \$ 1,181,117 | \$ 7,628 | 128.4% |
| D. Other Financing Sources/Uses | | | | | | | |
| 1. Transfers In | 8910-8979 | \$ 120,463 | \$ 217,088 | \$ 36,500 | \$ 245,888 | 28,800 | N 16.8% |
| 2. Transfer Out | 7610-7629 | \$ 2,520,846 | \$ 2,526,704 | \$ 350,000 | \$ 2,526,704 | - | O 13.9% |
| 3. Contributions | 8980-8999 | \$ - | \$ - | \$ - | \$ - | - | P 0.0% |
| Total, Other Fin Sources/Uses | | \$ (2,400,383) | \$ (2,309,616) | \$ (313,500) | \$ (2,280,816) | \$ 28,800 | 13.7% |
| E. Net Change to Fund Balance | | \$ 62,041 | \$ (1,136,127) | \$ 1,203,587 | \$ (1,099,699) | \$ 36,428 | |
| F. Fund Balance (Fund 01 only) | | | | | | | |
| 1. Beginning Balance | | \$ 9,048,006 | \$ 9,048,006 | \$ 9,048,006 | \$ 9,048,006 | - | |
| 2. Adjustments/Restatements | | \$ - | \$ - | \$ - | \$ - | | |
| Ending Balance | | \$ 9,110,047 | \$ 7,911,879 | \$ 10,251,593 | \$ 7,948,307 | \$ 36,428 | |
| G. Components of Ending Fund Balance | | | | | | | |
| Designated Amounts | 9711-9730 | \$ 10,000 | \$ 10,000 | | \$ 10,000 | \$ - | |
| Legally Restricted | 9740-9760 | \$ 4,589,871 | \$ 2,828,842 | | \$ 2,831,366 | \$ - | |
| Assigned | 9780 | \$ 2,712,902 | \$ 3,310,874 | | \$ 3,340,781 | \$ - | |
| Restricted Economic Uncertainty | 9789 | \$ 1,797,274 | \$ 1,762,163 | | \$ 1,766,160 | \$ - | |
| Unassigned/Unappropriated | 9790 | \$ - | \$ - | | \$ - | \$ - | |

Explanation of Differences
Net Change in Current Year Budget November Board Report 11/16 - 12/15 2017

| | <u>Amount</u> | <u>Explanation of Differences</u> |
|---|--------------------|--|
| A <u>Local Control Funding Formula (8010-8099)</u> | <u>\$ -</u> | |
| B <u>Federal Revenues (8100-8299)</u> | | |
| One Stop | \$ 3,801 | <i>Refining Workability II - Transition budget to match estimated actuals</i> |
| | <u>\$ 3,801</u> | |
| C <u>Other State Revenues (8300-8599)</u> | | |
| County Office | \$ 58,475 | <i>Establishing budget in accordance with one time Mandated Cost Claims apportionment</i> |
| Intervention & Prevention Programs (IPP) | \$ (1,235) | <i>Refining Foster Youth In License Care Facility budget to match estimated award</i> |
| Infant Program | \$ 21,250 | <i>Refining Special Education Infant Discretionary budget for additional 16-17 funding received</i> |
| | <u>\$ 78,490</u> | |
| D <u>Other Local Revenues (8600-8799)</u> | | |
| Special Education | \$ 3,426 | <i>Increasing donations to estimated actuals and billbacks to districts</i> |
| Various departments | \$ 475 | <i>Net Miscellaneous adjustments</i> |
| | <u>\$ 3,901</u> | |
| E <u>Certificated Salaries (1000-1999)</u> | | |
| Special Education | \$ (10,000) | <i>Moving budget to services to cover cost of Plus Group contracts</i> |
| Various departments | \$ (685) | <i>Net Miscellaneous adjustments</i> |
| | <u>\$ (10,685)</u> | |
| F <u>Classified Salaries (2000-2999)</u> | | |
| Special Education | \$ 10,144 | <i>Net of increasing for new Licensed Vocational Nurse, decrease moving budget to services for Plus Group Sub contracts and net miscellaneous adjustments to estimated actuals</i> |
| One Stop | \$ 6,320 | <i>Refining Workability II - Transition budget and Workforce Innovation and Opportunity Act to estimated actuals</i> |
| Intervention & Prevention Programs (IPP) | \$ 1,000 | <i>Refining Sutter Yuba Mental Health budget to cover clerical substitute salaries</i> |
| Various Departments | | <i>Net miscellaneous adjustments</i> |
| | <u>\$ 17,464</u> | |
| G <u>Employee Benefits (3000-3999)</u> | | |
| Various departments | \$ 1,946 | <i>Net miscellaneous adjustments</i> |
| | <u>\$ 1,946</u> | |
| H <u>Books and Supplies (4000-4999)</u> | | |
| County Office | \$ 1,535 | <i>Increase for board room projector and net miscellaneous adjustments</i> |
| Special Education | \$ 9,092 | <i>Net of increase for purchase of low incident items, purchase of ipads, Medi-Cal Mini grant expenses and other miscellaneous adjustments</i> |
| Intervention & Prevention Programs (IPP) | \$ 1,541 | <i>Net of increasing Foster Youth budget to match estimated actuals and decrease to move budget to cover cell phone expenses</i> |
| Various departments | \$ (702) | <i>Net miscellaneous adjustments</i> |
| | <u>\$ 11,466</u> | |
| I <u>Services, Other Operations (5000-5999)</u> | | |
| County Office | \$ 1,000 | <i>Increase to cover CTA negotiations conference and net miscellaneous adjustments</i> |
| Special Education | \$ 26,555 | <i>Increase to cover Plus Group sub contracts and net miscellaneous adjustments</i> |
| One Stop | \$ 1,528 | <i>Increase for purchase of curriculum and net miscellaneous adjustments</i> |
| Intervention & Prevention Programs (IPP) | \$ 3,583 | <i>Net miscellaneous adjustments</i> |
| Regional Occupation Program (ROP) | \$ (16,100) | <i>Move budget to equipment to cover purchase of virtual welder</i> |

Explanation of Differences
Net Change in Current Year Budget November Board Report 11/16 - 12/15 2017

| | <u>Amount</u> | <u>Explanation of Differences</u> |
|--|-------------------|--|
| Various departments | \$ 1,183 | <i>Net miscellaneous adjustments</i> |
| | <u>\$ 17,749</u> | |
| J <u>Capital Outlay (6000-6999)</u> | | |
| County Office | \$ 27,524 | <i>Increase for new copier purchase in payroll and establish budget for Boyd Hall monitor upgrades</i> |
| Regional Occupation Program (ROP) | \$ 16,100 | <i>Increase for purchase of virtual welder</i> |
| | <u>\$ 43,624</u> | |
| K <u>Other Outgo (7100 - 7299)</u> | | |
| Special Education Local Plan Area (SELPA) | \$ (3,000) | <i>Establishing budget for Medi Cal Mini Grant transfers out</i> |
| Various departments | | <i>Net Miscellaneous Adjustments</i> |
| | <u>\$ (3,000)</u> | |
| L <u>Direct Support / Indirect (7300-7399)</u> | | |
| | <u>\$ -</u> | |
| M <u>Debt Services (7400 - 7499)</u> | | |
| | <u>\$ -</u> | |
| N <u>Transfers In (8910-8979)</u> | | |
| County Office | 28,800 | <i>Moving funds from Fund 17 Reserve to cover payroll copier and Boyd Hall stage monitor upgrades</i> |
| | <u>\$ 28,800</u> | |
| O <u>Transfers Out (7610-7629)</u> | | |
| | <u>\$ -</u> | |
| P <u>Contributions (8980-8999)</u> | | |
| | <u>\$ -</u> | |
| Net Change in Current Year Budget | \$ 36,428 | |

BOARD AGENDA ITEM: Quarterly Report of Surplus Property

BOARD MEETING DATE: January 2018

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Jaicee Thompson

SUBMITTED BY:

Barbara Henderson

PRESENTING TO BOARD:

Barbara Henderson

BACKGROUND AND SUMMARY INFORMATION:

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

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

DATE: 9/26/2017
 PREPARED BY: Jaicee Thompson
 TURNED IN TO BARBARA: 11/29/2017
 E-WASTE PICK UP DATE: _____

Reviewed by Asst Superintendent 12-14-17
 Reviewed by Cabinet 12-6-17
 Reviewed by Board _____
 Deliver to Director FMOF _____

| ASSET TAG | DEPT | DESCRIPTON | * SERIAL # | * MFR | * MODEL | ** CONDITION | PURCHASE DATE | OR AGE | EST.VALUE |
|-------------|-----------|----------------------------------|-------------------|------------|-------------------------|-----------------|------------------|--------|---------------|
| 1297 | SpEd | Gateway FPD1730 LCD | KUL7002F0010213 | Gateway | FPD1730 LCD | Obsolete | 7/15/2002 | | 0.00 |
| 1388 | ROP | Gray Modular Work Stn | Unknown | Waveworks | Unknown | Obsolete | 7/12/1999 | | 0.00 |
| 2573 | SpEd | Laptop | CNU0510PK9 | HP | Probook 6550b | Obsolete | 3/31/2010 | | 0.00 |
| 2604 | Business | Desktop | MXL120304G2 | HP | Compaq 8100 Elite | Obsolete | 6/21/2011 | | 0.00 |
| 2605 | Business | Desktop | MXL12304G1 | HP | Compaq 8100 Elite | Obsolete | 6/21/2011 | | 0.00 |
| 2606 | Business | Desktop | MXL12304G0 | HP | Compaq 8100 Elite | Obsolete | 6/21/2011 | | 0.00 |
| 2651 | IT | Desktop | MXL1270VLD | HP | Compaq 8100 Elite | Obsolete | 7/12/2011 | | 0.00 |
| 2695 | SpEd | Smart Board | SBX880R20023633 | View Sonic | SMART SBX880 | Broken | 5/12/2011 | | 0.00 |
| 2765 | SpEd | Projector | PAAF230992L | Epson | Epon 3LCO Powerlife 905 | Broken | 10/6/2015 | | 0.00 |
| 2805 | SpEd | Laptop | 5CB24609PR | HP | Probook 6570b | Obsolete | 12/11/2012 | | 0.00 |
| 2843 | SpEd | Laptop | 5CB3030M2Y | HP | Probook 6570b | Obsolete | 2/21/2013 | | 0.00 |
| 2913 | SpEd | Laptop | 5CB3430189 | HP | Probook 6570b | Obsolete | 12/31/2013 | | 0.00 |
| 3228 | IT | HP3000 Computer Mainframe | 3539A04339 | HP | HP3000 | Obsolete | 8/15/2006 | | 200.00 |
| 3246 | Admin | Copier/Printer | CNGKK17298 | HP | 2430n Laser Printer | Obsolete | 12/1/2005 | | 0.00 |
| 3250 | SpEd | Projector | 77X05486 | Sanyo | Sanyo PDG-DSU20 LCD | Obsolete | 4/3/2008 | | 0.00 |
| 3319 | SpEd | Smart Board | Unknown | WhiteBoard | SB680 | Broken | 7/14/2009 | | 0.00 |
| 3425 | SpEd | Laptop | CNU03143HZ | HP | Probook 6570b | Obsolete | 9/7/2010 | | 0.00 |
| 3538 | SpEd | Smart Board | SBX880R20023627 | View Sonic | SMART SBX880 | Broken | 5/12/2011 | | 0.00 |
| 3857 | SpEd | Projector | SY7F441555L | Epson | Epson LCD H565A | Broken | 2/10/2015 | | 0.00 |
| 4053 | OneStop | Laptop | F4NI7 | DELL | Latitude CPx | Obsolete | 2/2/2000 | | 0.00 |
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Submit form to Surplus Specialist for processing

Value based on approximate depreciation

Capital Asset - Bold
 ** Indicate if: excellent, good, fair, poor, broken, or obsolete
 *** Vehicle value is Kelley Bluebook value

BOARD AGENDA ITEM: First Reading – Board Policies

BOARD MEETING DATE: January 10, 2018

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Dr. Chris McCormick

Reports/Presentation

SUBMITTED BY:

Information

Dr. Chris McCormick

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Dr. Chris McCormick

BACKGROUND AND SUMMARY INFORMATION:

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

BP 6173 – Education for Homeless Children

B/AR 6173 – Education for Homeless Children

Board Policies and Regulations Manual
Sutter County Board of Education

Series 6000 - Instruction

EDUCATION FOR HOMELESS CHILDREN

The Sutter County Superintendent of Schools Office (SCSOS) recognizes its obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the ~~Sutter County Superintendent of School's Office~~ SCSOS's programs. This office shall provide homeless students with access to education and other services as necessary. This office shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

[\(cf. 6011 – Academic Standards\)](#)

[The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. \(42 USC 11432\)](#)

[\(cf. 3250 - Transportation Fees\)](#)

[\(cf. 3260 - Fees and Charges\)](#)

[\(cf. 5113.1 - Chronic Absence and Truancy\)](#)

~~When there are at least 15 homeless students in the LEA, district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)~~

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Comment [M1]: References State API calculation which is likely no longer applicable.

Comment [M2]: The adoption of a LCAP for COE's is found at Educ. Code Section 52066 et. seq.

[\(cf. 0460 - Local Control and Accountability Plan\)](#)

~~Homeless students shall not be segregated into a separate school or program based on their status as homeless, and shall not be stigmatized in any way (42 USC 11432[g][1][J][i]).~~

~~The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.~~

TRANSPORTATION AND COMPARABLE SERVICES

~~The Sutter County Superintendent of Schools Office shall provide services to homeless students, including transportation, comparable to those offered to other students within its programs (42 USC 11432[g][4]).~~

- ~~• Educational services for which the child or youth meets federal, state and local program eligibility criteria that are available through SCSOS (42 USC 11432 [g][4][B]).~~
- ~~• School nutrition programs (42 USC 11432[g][4][E]).~~

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DISTRICT LIAISON

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career and Technical Education)

(cf. 6179 - Supplemental Instruction)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

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[\(cf. 0410 - Nondiscrimination in District Programs and Activities\)](#)
[\(cf. 3553 - Free and Reduced Price Meals\)](#)

[The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the county and with other involved local educational agencies, services for homeless students and services for students with disabilities. \(42 USC 11432\)](#)

[\(cf. 1020 - Youth Services\)](#)

[Liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. \(42 USC 11432\)](#)

[At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the county shall revise its strategies as needed to better support the education of homeless students.](#)

[\(cf. 0500 - Accountability\)](#)
[\(cf. 6162.51 - State Academic Achievement Tests\)](#)
[\(cf. 6190 - Evaluation of the Instructional Program\)](#)

Legal Reference:
EDUCATION CODE

[2558.2 Use of revenue limits to determine average daily attendance of homeless children](#)

[39807.5 Payment of transportation costs by parents](#)

[48850 ~~Academic achievement of pupils in foster care and homeless children or youths;~~
~~legislative intent; e~~ **Educational Rights of Homeless and Foster Youth** ~~Educational~~
~~rights of homeless and foster youth~~](#)

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~~48852.5 Educational rights of homeless children and youths; public notice disseminated; materials to be provided to local educational agency liaisons~~ **Notice of Educational Rights of Homeless Students**
~~48852.7 Local educational agency to allow homeless children to continue education in school of origin; change in homeless status; procedures for transportation and dispute resolution~~ **Enrollment of homeless students** **Enrollment of Homeless Students**

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[48915.5 Recommended expulsion, homeless student with disabilities](#)

[48918.1 Notice of recommended expulsion](#)

[51225.1-51225.3 Graduation requirements](#)

[52060-52077 Local control and accountability plan](#)

[CODE OF REGULATIONS, TITLE 5](#)

[4600-4687 Uniform complaint procedures](#)

[UNITED STATES CODE, TITLE 20](#)

[1087vv Free Application for Federal Student Aid; definitions](#)

[1232g Family Educational Rights and Privacy Act](#)

[6311 Title I state plan; state and local educational agency report cards](#)

[UNITED STATES CODE, TITLE 42](#)

[11431-11435 McKinney-Vento Homeless Assistance Act](#)

[12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies](#)

Management Resources:

[CALIFORNIA CHILD WELFARE COUNCIL PUBLICATIONS](#)

[Partial Credit Model Policy and Practice Recommendations](#)

[CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS](#)

[Homeless Education Dispute Resolution Process, January 30, 2007](#)

[NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS](#)

[Homeless Liaison Toolkit, 2013](#)

[U.S. DEPARTMENT OF EDUCATION GUIDANCE](#)

[Dear Colleague Letter, July 27, 2016](#)

[Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016](#)

WEB SITES

[California Child Welfare Council:](#)

<http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>

[California Department of Education, Homeless Children and Youth Education:](#)

<http://www.cde.ca.gov/sp/hs/cy>

[National Center for Homeless Education at SERVE: http://www.serve.org/nche](#)

[National Law Center on Homelessness and Poverty: http://www.nlchp.org](#)

[U.S. Department of Education: http://www.ed.gov/programs/homeless/index.html](#)

~~The Sutter County Superintendent of Schools Office shall designate a liaison to coordinate with state, community and school personnel to provide education and related services to~~

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homeless children and youths (42 USC 11432[g][1][J][ii]).

OTHER RESOURCES

Author (1999) California Department of Education, *Enrolling Students in Homeless Situations*:

U.S. Department of Education: Notice of School Enrollment Guidelines, 67 Fe. Reg. 10698

Education of the Homeless Children and Youth, Non Regulatory Guidance, July 2004

California Department of Education, Homeless Children and Youth Education:

<http://www.ede.ca.gov/sp/hs/cy>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

Legal Reference:

EDUCATION CODE

1980-1986 County Community Schools

2558.2 Use of revenue limits to determine ADA of homeless children

39807.5 Payment of transportation costs by parents

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CDE Publications

Enrolling Students in Homeless Situations, 1999

FEDERAL REGISTER

U.S. Department of Education: Notice of school enrollment guidelines, 67 Fed. Reg. 10698

CDE: <http://www.ede.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

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EDUCATION FOR HOMELESS CHILDREN

DEFINITIONS

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: [\(Education Code 48852.7; 42 USC 11434a\)](#)
~~(42 USC, 11435):~~

1. ~~Students Children and youths~~ who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals.

~~(cf. 6173.1 - Education for Foster Youth)
; or are awaiting foster care placement.~~

2. ~~Children and youths~~ **Students** who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
3. ~~Children and youths~~ **Students** who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who qualify as homeless because the children are living in conditions described in 1-3 above.

Comment [M1]: The code uses "childre or youth" not students.

Unaccompanied youth includes youth who are not in the physical custody of a parent or guardian.
(20 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

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~~*School of origin* means the school that the student attended when permanently housed or the school in which the student was last enrolled (42 USC, 11432).~~

~~*Best interest* means, to the extent feasible, continuing a student's enrollment in the school of origin for the duration of his/her homelessness, except when doing so is contrary to the wishes of his/her parent/guardian (42 USC, 11432).~~

~~*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian (42 USC, 11434[a]).~~

~~*Parent/Guardian* includes institution director in cases involving short-term placement in an emergency or transition shelter.~~

~~**RESIDENCY FOR HOMELESS CHILDREN:**~~

~~Homeless students, who meet program specific enrollment criteria, shall be admitted to a program operated by the Sutter County Superintendent of Schools Office upon presentation of any of the following:~~

- ~~1. Hotel or motel receipts.~~
- ~~2. A letter from a social service agency or homeless shelter verifying that the student is in residence.~~
- ~~3. Any document from the parent/guardian stating that the family is homeless.~~

~~A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a student is placed in a classroom.~~

~~**DISTRICT LIASION**~~

~~The Superintendent shall formally designate a staff person as the Sutter County Superintendent of Schools Office Local Education Agency (LEA) liaison for homeless students (42 USC, 11432):~~

~~The LEA's liaison for homeless students shall: ensure that (Education Code 48852.5; 42 USC, 11432):~~

- ~~1. 1. — Ensure that hHomeless students are identified by school personnel and through outreach and coordinated activities with other entities and agencies.
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3553 - Free and Reduced-Price Meals)~~

- ~~2. Homeless Ensure that homeless students are, ~~when eligible and appropriate~~, enrolled in and have ~~aa~~ full and equal opportunity to succeed in programs operated by the Sutter County~~

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~~Superintendent of Schools Office-school.~~

~~3. 3.—~~ Ensure that ~~h~~Homeless families and ~~students~~ children and youth have access to and receive education services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other programs administered by the county office.

(cf.5148.3 – Preschool/Early Childhood Education)

~~4. 4.—~~ Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

(cf.5141.6 – School Health Services)

~~3.—~~

~~5. 4.—~~ Ensure that ~~p~~Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

cf. 5145.6 – Parental Notifications)

~~6. 5.—~~ Disseminate ~~n~~Notice of the educational rights of homeless children in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family temporary/emergency shelters, homeless coordinated-entry, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth. s disseminated at places where children receive services, such as schools and shelters.

~~7. 6.—~~ Mediate ~~e~~Enrollment disputes ~~are mediated~~ in accordance with law and the section “Resolving Enrollment Disputes” below
~~, Governing Board policy, and administrative regulation.~~

~~8. 7.—~~ Fully inform ~~p~~Parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

(cf. 3541 - Transportation Routes and Services)

~~9. 8.—~~ Ensure that school personnel providing services to homeless students receive professional development and other support

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

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(cf. 4331 - Staff Development)

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

~~are fully informed of the transportation policy of the Sutter County Superintendent of Schools Office.~~

In addition, when notified pursuant to Education Code 48918.1, the liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the liaison. He/she shall also provide the name and contact information of the liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)

Enrollment

Sutter County Superintendent of Schools (SCSOS) shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the ~~county~~SCSOS shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 1143)

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

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In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

1. To provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent/guardian, or unaccompanied youth. (42 USC 11432(g)(1)(B)(iii))

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In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Comment [M2]: Not sure what this is in
reference to. Maybe its supposed to go in another
section?

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall refer the parent/guardian to the liaison for homeless students. The liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

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If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8

2. Through graduation if he/she is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

TransporationTransportation

Transportation will be provided for a homeless student to and from his/her school of origin when the student is residing within the county and the parent/guardian, or the liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of attendance boundaries, but continues to attend his/her school of origin within the

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~~boundries~~boundaries, the Superintendent or designee shall consult with the ~~s~~Superintendent of the attendance area in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)
(cf. 3541 - Transportation Routes and Services)

Transfer of Coursework and Credits

When a homeless student transfers into a ~~Sutter County Office of Education~~SCSOS school, the school shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the school may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the school finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all necessary and required courses ~~required by Education Code 51225.3~~ and fulfill any additional graduation requirements prescribed by the Governing Board or relevant law.

(cf. 6146.1 - High School Graduation Requirements)

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(cf. 6162.52 - High School Exit Examination)

However, when a homeless student who has completed his/her second year of high school transfers into the county program from another school district he/she shall be exempted from all adopted coursework and other established graduation requirements, unless the county program makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the school shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The county program shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete the graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution

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2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

4. Ensure that unaccompanied youth are informed of their status as independent students under section 1087vv of title 20 and that the youths may obtain assistance from their school of attendance to receive verification of such status for purpose of the Free Application for Federal Student Aid (42 USC 11432(g)(6)(A)(x)(III))

Eligibility for Extracurricular Activities

A homeless student who enrolls in any ~~county~~ Sutter County programs ~~school~~ shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the ~~district~~SCSOS has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the ~~district's~~SCSOS's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

COUNTY LIASION

The Sutter County Superintendent of Schools Office, as the County Office of Education, shall formally designate a person to serve all districts in Sutter County in the effort to promote the rights of homeless students and to arbitrate disputes between districts regarding homeless students, if they should arise:

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ENROLLMENT

Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise (42 USC, 11432).

Unless circumstances prevent it, the student may continue attending the school of origin for the duration of the homelessness and until the end of any academic year in which the student moves into permanent housing (42 USC, 11432).

When making a placement decision, the Superintendent or designee may consider the age of the student, the distance of the commute, and the impact it may have on the student's education; personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

In the case of an unaccompanied youth, the LEA's homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights (42 USC, 11432).

If the student is placed at a school other than the school of origin or a school requested by the parent/guardian, the Superintendent or designee shall provide the parent/guardians with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision (42 USC, 11432).

Once a placement decision has been made, consistent with state and federal law, the principal or designee shall immediately enroll the student in the school of choice, even if the parent/guardian is unable to provide the school with the records normally required for enrollment (42 USC, 11432).

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the LEA's liaison for homeless students. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student (42 USC, 11432).

ENROLLMENT DISPUTES RESOLUTION PROCESS

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute unless such enrollment violates state or federal law (42 USC, 11432).

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The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the LEA homeless liaison (42 USC, 11432).

The district liaison shall carry out the dispute resolution process provided by the state as expeditiously as possible after receiving notice of the dispute (42 USC 11432).

The liaison shall provide the parent/guardian a copy of the LEA's decision, dispute form, and a copy of the outcome of the dispute. If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days. If the parent/guardian wishes to appeal the LEA's placement decision, the LEA's liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

LegalReferences:

EDUCATION CODE

1980-1986 County Community Schools

2558.2 Use of revenue limits to determine ADA of homeless children 39807.5 Payment of transportation costs by parents

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CDE Publications

Enrolling Students in Homeless Situations, 1999

FEDERAL REGISTER

U.S. Department of Education: Notice of school enrollment guidelines, 67 Fed. Reg. 10698 CDE: <http://it'iv-w.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov> National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

nlchp.org