



SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

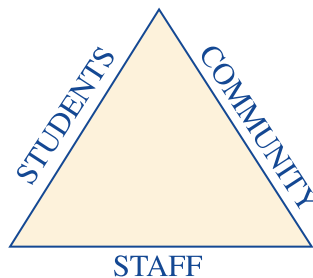
Dr. Baljinder Dhillon

May 2018



VISION STATEMENT

Service and Leadership for Success



MISSION STATEMENT

Sutter County Superintendent of Schools is committed to preparing all students for success!

We collaboratively provide educational leadership, exemplary services, and customized resources to local educational agencies and our diverse community through ethical and transparent actions.

STRATEGIC PLAN OVERVIEW

The **Sutter County Superintendent of Schools** Strategic Plan, adopted by the Board of Trustees, is the management plan for the Sutter County Superintendent of Schools. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes.

- First, the plan engages stakeholders and provides the Board's **political** direction and **accountability** in addressing the Sutter County Superintendent of Schools' vision, mission, ranked objectives, expected annual outcomes, metrics, and actions.
- Second, the Strategic Plan provides the source document, which provides for **compliance** with the requirements established by the State and Federal Government.
- Lastly, after taking into consideration input from the Stakeholders, the District Superintendents, and the County Board of Trustees, the County Superintendent of Schools will rank the objectives, which will provide clarity and **inspiration** to the districts and to the staff of the Office of Education.

The components of the Strategic Plan are defined below:

VISION

What the Sutter County Superintendent of Schools is striving to do.

MISSION

What the Sutter County Superintendent of Schools will accomplish by the end of the five-year Plan.

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS RANKED OBJECTIVES

The ongoing designing, development, implementation, and evaluation of the objectives are to ensure a continuous improvement process in place. The objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

The described and specific expected measurable outcomes.

ESSENTIAL METRICS

The tools or standards of measurement used to evaluate the Sutter County Superintendent of Schools Ranked Objectives.

(for outcomes and metrics, and full report see website see www.sutter.k12.ca.us)



Fiscal Integrity of the Sutter County Superintendent of Schools

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the Sutter County Superintendent of Schools, with the fiscal integrity of the Sutter County Superintendent of Schools as the cornerstone foundational requirement of the Strategic Plan.

Sutter County Superintendent of Schools' determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come to the Sutter County Superintendent of Schools, both short-term and long-term. Accordingly, the Board commits to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to save for potential future expected and unexpected expenditures and for eventual economic downturns. The Board is committed to ensuring the fiscal integrity of the Sutter County Superintendent of Schools by providing the necessary funding to maintain prudent reserves.

The Board is committed to a balanced budget and ensuring the fiscal integrity of each Sutter County Superintendent of Schools by providing the necessary funding to maintain the State required Economic Uncertainty Reserve. Additionally, the Board is committed to ensuring the fiscal integrity of Sutter County Superintendent of Schools by providing the necessary funding to maintain the following prudent assigned assets:

Fund	Reserve	Percent	Actual Amount
01	Reserve for Economic Uncertainty (3 months of payroll. The long term goal is to build up for 6 months of payroll)	10%	\$4,000,000
17	Equipment and Technology Reserve	2.75%	\$1,100,000
40	Capital Reserve (Maintain fund for future building)	5%	\$2,000,000
67	Other Post-Employment Benefits – OPEB	11.5%	\$4,600,000
	Total	29.25%	\$11,700,000.00



Strategic Objectives and Content Areas – In Priority Order

#1 - External Professional Development Services (Core and Menu of Services):

Design, implement, evaluate, and improve instructional programs and services to ensure every student succeeds.

- Core
- Menu of Services

#2 - Internal Business Services:

Design, implement, evaluate, and improve Internal Business Services.

- Budget and Accounting
- Medi-Cal Administration

#3 - External Business Services (Services to Districts):

Design, implement, evaluate, and improve External Business Services.

- Core
- Menu of Services

#4 - Human Resources:

Recruit, select, develop, evaluate, and retain the highest quality staff serving Sutter County Superintendent of Schools.

- Bargaining Unit Relationships and Agreements
- Evaluation/Standards and Procedures
- Managing Complex Employment Laws
- Recruitment and Retention

#5 - Special Education Services:

Design, implement, evaluate, and improve Special Education programs and services to support school districts and the County Office.

- Centralized Programs
- Regional Programs
- Professional Development
- Special Education Expenditure Model



#6 - SELPA and District Special Education Support Services:

Design, implement, evaluate, and improve the SELPA services provided to the districts and Sutter County students.

- **Program Service Model**
- **Budget/Fiscal Model**

#7 - Substitute Consortium Services:

Recruit, train, support, mentor and improve substitute services to support school districts and the county office programs.

8 - Credentialing Services:

Teachers and administrators are appropriately assigned, and fully credentialed in the area(s) for which they are teaching.

#9 - Career and College Readiness:

Design, implement, evaluate and improve programs designed to increase students who are college and career ready.

- **Tri-county ROP/Career Technical Education**
- **California Career Pathways Trust Grant (CCPT)/STREAM**
- **CTE Teach/Foundations Grants**

#10 - Tri-county Induction Program:

Design, implement, evaluate, and improve accredited teacher and administrative preparation programs to support school districts in the state of California through the Commission on Teacher Credentialing.

#11 - Shady Creek Outdoor School:

Design, implement, evaluate, and improve the outdoor education experience, at Shady Creek, for all students.

- **School Programs**



#12 - Student Support Services:

Design, implement, evaluate, and improve programs and services to support the physical, mental, socio-emotional, wellness, and academic well-being in all students.

- **Foster and Homeless Youth(Grant)**
- **Tobacco Use and Prevention (Grant)**
- **SARB**
- **County Office LCAP**

#13 - Communication and Community Outreach:

Ensure that communications with the community and school districts served by the Sutter County Superintendent of Schools Office is open and transparent. The focus is in communicating to develop community support and involvement in providing services to the students served by the Sutter County Superintendent of Schools Office. Examples of such involvement include grant development, educational foundations, and community sponsored clubs, internships, and activities for students and families.

- **Community Partnerships**
- **Communication**

#14 – New and Modernized Technology and Equipment:

Maximizing federal, state and local resources to provide new and modernized technology, equipment, and consultation support to address the needs of the students and staff, in the most efficient and effective manner possible.

#15 - Feather River Academy:

Providing an alternative educational setting for expelled youth.

#16 - Adult Education:

Design, implement, evaluate, and improve the adult education services provided to adults.

- **Adult Education – High School Equivalency(HSE, HISE, GED)**
- **Adult Education – ESL**
- **Adult Education – High School Diploma – HSD**
- **Adult Education Block Grant – Local**
- **Adult Education Block Grant – Regional**
- **Adult Education Family Literacy Act Grant – WIOA Title 2**



#17 - Sutter One Stop Service:

Design, implement, evaluate, and improve “Sutter One Stop Services” for the Community and School Districts.

- **Community Services**
- **Resources**
- **Partnerships**
- **Vocational training/workforce development**

#18 - Facilities, Maintenance, and Operation Services:

Provide an environment that is safe, clean, and attractive that promotes student learning and fosters student, staff, and community pride.

- **Facility Master Plan/Five-year Deferred Maintenance Plan**
- **New and Modernized Facilities**
- **Clean, Safe, Functional and Attractive Facilities and Grounds**
- **Small District Technical Support**

#19 - Educator Support Services:

Design and implement teacher intern preparation, Tier I and II administrative credential program

#20 - School Options:

Support districts and county office staff to provide oversight of charter schools by providing support and training to district staff, school boards, and county office of education staff.



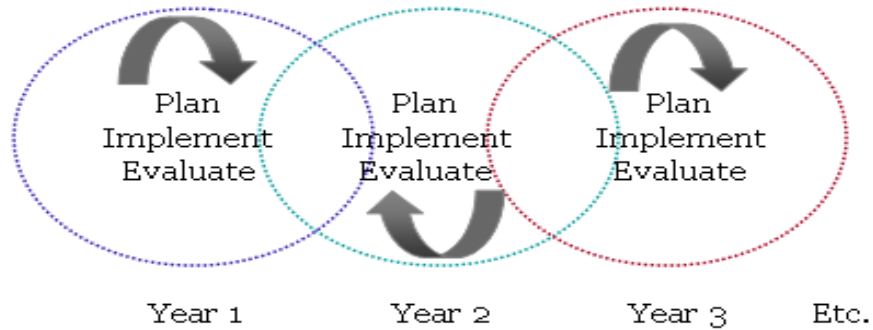
Sutter County Superintendent of Schools Strategic Plan Process and Timeline

Strategic Planning Process:

The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Superintendent. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



Strategic Plan and Timeline 2018-2019 - Initial Stage

Target Dates	Strategic Plan (SP)
April 2018	2018-2019 Strategic Plan Developed by Stakeholders, District Representatives and the Board of Trustees, with the approval of the Superintendent.
June 2018	Final Approval by the Superintendent of 2018-2019 Strategic Plan, with Outcomes and Metrics.
June 2018	First Meeting on 2018-2019 Budget, reflecting the priorities within the 2018-2019 Strategic Plan.



Strategic Plan Evaluation Timeline 2018 - 2019

Target Dates	Strategic Plan (SP)
July 1, 2018 to June 30, 2019	Implement Approved 2018-2019 Strategic Plan.
December 2018	Discuss and include any minor Outcome and Metric changes that would improve the 2019-2020 Strategic Plan for implementation in the 2019-2020 School Year. <i>(Note: Since the Sutter County Superintendent of Schools has not fully implemented the initial 2018-2019 Strategic Plan and presented the data on the Plan, which will be done in December of 2019, the 2018-2019 Strategic Plan will be continued into 2019-2020, with the minor changes.)</i>
February 2019	Final Approval, by the Superintendent, of 2019-2020 Strategic Plan Outcomes and Metrics.
May 2019	First Meeting on 2019-2020 Budget, reflecting the priorities within the 2019-2020 Strategic Plan.
June 2019	Approval of Annual Budget, reflecting the priorities within the 2019-2020 Strategic Plan.

Strategic Plan Evaluation Timeline 2019 - 2020

Target Dates	Strategic Plan (SP)
July 1, 2019 to June 30, 2020	Implement Approved 2019-2020 Strategic Plan.
September to October 2019	Collect and Organize data on Outcomes and Metrics from 2018-2019, in preparation for the 2018-2019 Annual Strategic Plan Report.
December 2019	Provide Annual 2018-2019 Strategic Plan Report to the Board and District Superintendents, addressing the Outcomes and Metrics
December 2019 January 2020	Provide 2018-2019 Strategic Plan Report at Stakeholder/Superintendent Meetings and seek Additional Input on the 2020-2021 Strategic Plan Outcomes and Metrics.



February 2020	Final Approval, by the Superintendent, of 2020-2021 Strategic Plan, with updated Outcomes and Metrics.
May 2020	First Meeting on 2020-2021 Budget, reflecting the priorities within the 2020-2021 Strategic Plan.
June 2020	Approval of Annual Budget, reflecting the priorities within the 2020-2021 Strategic Plan.
July 1, 2019 to June 30, 2020	Implement Approved 2019-2020 Strategic Plan.



ACRONYMS & TERMS

CALPADS:	California Longitudinal Pupil Achievement Data System
CASSPP:	California Assessment of Student Performance Progress
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
FIT:	Facilities Inspection Tool
IEP:	Individual Education Plan
LCAP:	Local Control Accountability Plan
LCFF:	Local Control Funding Formula
NGSS:	Next Generation Science Standards
PFT:	Physical Fitness Test
Rtl:	Response to Intervention
Rtl2:	Response to Intervention and Instruction.
SARC:	School Accountability Report Card
SBE:	State Board of Education
SDAIE:	Specially Designed Academic Instruction in English
SES:	Socio-Economic Status (term typically used student achievement when referring to conditions related to poverty).
WILLIAMS:	<p>The Williams Case requires every California school to provide all students with sufficient instructional materials, safe schools, and quality teachers. Among other things, learning leaders make sure to provide each pupil with:</p> <ul style="list-style-type: none">• State-adopted instructional materials in the four core subjects (English-language arts, mathematics, history/social science, and science); and• Highly qualified teachers
VAPA:	Visual and Performing Arts



#1 RANKED OBJECTIVE: External Professional Development Services (Core and Menu of Services):

Definition: Design, implement, evaluate, and improve instructional programs and services to ensure every student succeeds.

Responsible Division(s): Educational Services

Content Area: External Professional Development - Core

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide district support for California Dashboard Analysis <ul style="list-style-type: none"> • Countywide data analysis • Statewide updates on California Dashboard • Site Dashboard Analysis 	
2	Provide district support for LCAP Development <ul style="list-style-type: none"> • District LCAP technical assistance and training • LCAP review by program and fiscal prior to public hearing • State updates on LCAP • Ensure district LCAP is approved by COE 	
3	Provide Differentiated Assistance Guidance and Support for districts <ul style="list-style-type: none"> • Initial identification/analysis • Individualized data analysis • Statewide Updates 	
4	Support Standards Implementation <ul style="list-style-type: none"> • Coordination of outside speakers • Framework Rollout training • Instructional Materials preview and adoption process • Development of Long Term Professional Development Plan To support: (e.g standards implementation, technology integration, common assessments, teacher and administrator professional learning)	
5	Consortium / Partnerships <ul style="list-style-type: none"> • Identification of qualifying grants to districts • Coordination of Title III Consortium and Expanded Learning oversight 	
6	Provide Administrative Instructional Leadership <ul style="list-style-type: none"> • Curriculum Breakfast • Small District PLC • Personalized Administrative Support 	

LOCAL ESSENTIAL METRICS

1.1	Data Source: District California School Dashboards training. Exit survey reported to Director of Student Services
2.1	Data Source: District LCAP's training feedback from participants and evaluation. Exit survey reported to Director of Student Services
3.1	Data Source: Statewide Identification for Differentiated Assistance
3.2	Data Source: Minutes from District Meetings
3.3	Data Source: Data results of tools suggested in the Differentiated Assistance Facilitation Guide
3.4	Data Source: Final letter to LEA, summary of guidance and support
4.1	Data Source: Survey of superintendents regarding needs and evaluation and reported to the Superintendent
4.2	Data Source: Professional Development Plan and progress monitoring as reported to individual district superintendents
4.3	Data Source: District LCAP



4.4	Data Source: Site visits and observations
5.1	Data Source: Needs assessment to align grant research and report to individual districts the grants the district should seek.
5.2	Data Source: District LCAP
5.3	Data Source: Site visits and observations
5.4	Data Source: Agendas and sign in sheets from breakfast meetings
5.5	Data Source: Needs assessment, observation, site visits, collaborative conversations
6.1	Data Source: Sign in sheets of attendees
6.2	Data Source: Needs assessment, observation, site visits, collaborative conversations

Content Area: External Professional Development - Menu of Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide district support for California Dashboard Analysis <ul style="list-style-type: none"> • Customized stakeholder meetings regarding the dashboard 	
2	Provide district support for LCAP Development <ul style="list-style-type: none"> • Customized MOU for districts who request support. <ul style="list-style-type: none"> ○ Facilitation of stakeholder meetings ○ Coordination of meetings with fiscal ○ Drafting of district LCAP 	
3	Provide Differentiated Assistance Guidance and Support for districts <ul style="list-style-type: none"> • Proactive customized support within the Continuous Cycle of Improvement 	
4	Support Standards Implementation <ul style="list-style-type: none"> • Customized Professional Learning • Technology integration (Google Apps for Education, Curriculum Integration) • Content Specific Implementation (ELA/ELD, HSS, Math, NGSS) • Grade Level PLC Support • Social Emotional Learning • Co-planning/Co-teaching • Countywide content specific professional development 	
5	Consortium Partnerships <ul style="list-style-type: none"> • Customized Grant Services • Coordination/leveraging of resources/support 	

LOCAL ESSENTIAL METRICS

1.1	Data Source: List of attendees at meetings
2.1	Data Source: Completed MOU's
2.2	Data Source: Completed LCAP's
3.1	Data Source: Completed MOU's
3.2	Data Source: Data results of tools suggested in the Differentiated Assistance Facilitation Guide
3.3	Data Source: Observations, site visits
4.1	Data Source: Completed MOU's
4.2	Data Source: Professional Development Plan progress monitoring
4.3	Data Source: Observations, site visits
4.4	Data Source: California School Dashboard

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5.1	Data Source: Completed MOU's
5.2	Data Source: District LCAP/California School Dashboard
5.3	Data Source: Funded grant

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#2 RANKED OBJECTIVE: INTERNAL BUSINESS SERVICES

Definition: Design, implement, evaluate, and improve Internal Business Services.

Responsible Division(s): Business Services

Content Area: Budget and Accounting

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the COE maintains fiscal solvency and sustainability.	
2	Ensure that COE pays its obligations accurately and timely.	
3	Ensure that Payroll is processed and reported accurately, completely, and timely.	

LOCAL ESSENTIAL METRICS

1.1	<p>Provide a report of services to the Superintendent and Board:</p> <ul style="list-style-type: none"> ➤ Monitor budgets and provide accounting support for all COE departments and all funds; ➤ Ensure COE fiscal solvency; interpret State budget information; provide fiscal projections and calculations ➤ CSEA and CTA bargaining unit calculations; ensure compliance with CDE accounting manual ➤ Apportionment of funds; budget review; report certifications to CDE including interims, unaudited actuals, and budget ➤ Develop multi-year projections; cash flow projections; student attendance reporting; property tax reporting ➤ Audit and approve disbursements and contracts ➤ Position control; salary schedule updates ➤ Budget development; ➤ Year-end close ➤ Oversee fiscal audits ➤ Internal staff trainings ➤ Reporting out from state trainings and statewide meetings ➤ Prepare monthly board reports and presentations ➤ Public records requests ➤ Process purchase orders ➤ Maintain current inventory for capital assets and non-capitalized equipment.
2.1	<p>Provide a report to the Assistant Superintendent of Business Services that the following services have been provided in a timely manner: process invoices for districts and COE; vendor set-up; payment of sales and use taxes; maintain vendor files including collection of w-9s; process and audit warrant requests.</p>



3.1	Provide a report to the Assistant Superintendent of Business Services that the following services have been provided in a timely and accurate manner: annual district trainings; provide annual roundtables for COEs across the state; report earning to CalPERS and CalSTRS; audit and process all needed payrolls as requested; provide retirement and payroll guidance; maintain direct deposit banking information; w-2 processing and reporting; attend statewide meetings and trainings; pay and report taxes.
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Content Area: Medi-Cal Administration

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Maximize program participation of LEAs.	
2	Ensure LEA compliance and program accuracy.	
3	Increase capacity through one-on-one, stakeholders, in-person, and webinar based training.	

LOCAL ESSENTIAL METRICS

1.1	Review quarterly data, and create and submit invoices to the State to capture programs unrestricted reimbursements. Increase participation by 5%. MAA is a self-sustaining program.
2.1	Audit LEAs for compliance and proper back-up.
2.2	Quarterly monitoring for 85% moment compliance.
2.3	Provide a report to the Assistant Superintendent of Business Services that the following services have been implemented: develop and review audit files; review operational plan for quality assurance and compliance; provide 100% coding of moments and clarification of moments if necessary; provide “Best Practices”; input quarterly calendars and rosters; create and distribute Coding Report; offer support both programmatically and fiscally; supply RMTS results for invoice process; generate/provide LEA Medi-Cal percentage; provide fiscal training, materials and forms; review all fiscal data necessary for reimbursement; prepare and submit invoice to DHCS for payment; process DHCS invoice reimbursements and send reimbursement payments to LEAs
3.1	Data Source: Log-in records, sign-in sheets, calendared meetings, audit meeting records.



#3 RANKED OBJECTIVE: External Business Services

Definition: Design, implement, evaluate, and improve External Business Services.

Responsible Division(s): Business Services

Content Area: Core Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Review district financial reports and report fiscal solvency issues to the district and state pursuant to AB 1200 requirements.	
2	Perform fiscal review of all district LCAPs and work with districts to meet state requirements.	
3	Provide core services	

LOCAL ESSENTIAL METRICS

1.1	Annually report to Superintendent's Coordinating Council
2.1	Data Source: Annual LCAP Report and Certifications to the State.



3.1 Annually report to Superintendent's Coordinating Council core services being provided. The following core services are being provided:

District Training and Support

- Monthly CFO meetings
- Share information from state, ESSCO, BASC, CSESSA
- Provide regulatory guidance, legal updates, hot topics, new grants, and news about the Governor's budget development
- Monthly fiscal report at Superintendent's Council meeting
- Phone/email availability to assist with financial accounting, SACS coding questions, and various other topics
- Collect, Certify, and Submit attendance P1, P2, Annual, and taxes
- Post revenues, taxes, and state apportionment
- Advocate for districts in state groups, and provide legislative feedback to elected representatives
- Research Legal Issues (e.g. Labor Code Payroll)
- PRA requests of county-held data
- Prepare LCFF calculations
- Prepare and submit Subsequent Year Tracking sheet

Financial Data Processing

- Training for fiscal staff:
 - Financial (budgeting, accounting, and SACS coding)
 - Technical (financial software)
 - Training videos on website
 - LCAP expenditure tracking
- QSS/Escape assistance and training
- Escape startup/implementation costs (2017-18 only)
- District help desk
- Cash reconciliation and monitoring

District Payroll Services

- Payroll
- Pay taxes with payroll; Prepare and submit 940, 941, DE6
- Run 1099's and print W2s
- Process A/P, print warrants for payroll and A/P
- Payroll training
- Retirement reporting
- Garnishments
- Processing and submitting ACA reports



Content Area: Menu of Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide menu of services	

LOCAL ESSENTIAL METRICS

1.1	<p>Annually report to Superintendent’s Coordinating Council menu of services being provided. The following menu of services are being provided:</p> <p>District Training and Support</p> <ul style="list-style-type: none"> ➤ Respond to PRA requests for data already available to district ➤ Federal cash reporting ➤ State/federal grant management ➤ Provide coverage for fiscal secretaries in special circumstances <p>Financial Data Processing</p> <ul style="list-style-type: none"> ➤ Provide documentation for auditors ➤ Processing, preparing, submitting annual reports such as Census and SARC ➤ Cash transfers, payroll transfers, and journal entries ➤ Budget development <ul style="list-style-type: none"> ○ Roll and revise budgets ○ Assist district with ADA preparations ○ Approve and add budget codes ➤ Interim financial reports ➤ Prepare SACS reports ➤ Unaudited actuals ➤ Procedures for closing books ➤ Recording deferred revenue ➤ Setting up A/Rs and A/Ps ➤ Run financial reports ➤ Rectifying incorrect or insufficient data provided by districts ➤ Prepare MYPs and cash flows ➤ Update position control ➤ Help prepare for negotiations <ul style="list-style-type: none"> ○ Cost of 1 percent ○ Budget scenarios ○ Salary schedules <p>District Payroll Services</p> <ul style="list-style-type: none"> ➤ Special payrolls ➤ Calculations for retro payroll, pay docs, final pay and settlements
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#4 RANKED OBJECTIVE: HUMAN RESOURCES

Definition: Recruit, select, develop, evaluate, and retain the highest quality staff serving Sutter County Office of Education.

Responsible Division(s): Human Resources

Content Area: Bargaining Unit Relationships and Agreements

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that bargaining relationships are successful.	
2	Approved Union Contracts for each Association	

LOCAL ESSENTIAL METRICS

1.1	No grievances filed
1.2	Data Source: Meet with union representatives quarterly for collaboration meetings with the intent to build relational capacity and solve issues at the lowest level.
1.3	Data Source: Provide support to distribute information to union members in an effort for the union to meet timelines (i.e.: ratification).
2.1	Data Source: Ratification of union contracts within the negotiation year.
2.2	Data Source: Not reaching the point of impasse or strike from union members.
2.3	Data Source: Ensure agreements align with our current and anticipated economic conditions and operational needs.

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Content Area: Evaluation/Standards and Procedures

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Observe and evaluate all staff (classified, certificated, specialists, administrators) in an effective manner by providing commendations for performance and recommendations for professional growth.	
2	Review evaluation tools to ensure they are serving their purpose.	
3	Invest in software program that will monitor when evaluations are due and also send reminders to evaluators.	
4	Train management staff to provide meaningful evaluations	
5	Administrators will write meaningful evaluations	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Monitor evaluation schedules and notify management staff when evaluations are due.
1.2	Baseline annual report to superintendent in September on the percentage of on time and complete evaluations.
1.3	Data Source: Consult management staff on unsatisfactory evaluations in order to determine if additional support is needed, if probation period needs to be extended or if termination is necessary.
2.1	Data Source: Research tools other county offices are utilizing and provide a recommendation to the Superintendent.
3.1	Data Source: Research software programs appropriate to our county office needs.
4.1	Data Source: Sign in sheets for training will represent attendance of all administrators
5.1	Review evaluations for content and ensure goals are established for needs Improvement areas.



Content Area: Managing Complex Employment Laws

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Maintain compliance with Employment and Labor Relations	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Proactively review new legislation to determine if policies and/or procedures need to be revised and if training is necessary.
1.2	Data Source: Share knowledge of new legislation with our school districts via attendance at CFO meetings, Superintendent meetings and emails to district staff.
1.3	Data Source: Stay abreast of state and federal laws and regulations by attending region and statewide HR meetings where collaboration on legislation is evident.
1.4	Data Source: Utilize FCMAT and School Services publications to learn details about how legislation impacts educational agencies.

Content Area: Recruitment and Retention

Definition: Teachers and administrators are recruited and are retained as staff members.

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Recruit qualified staff for every position.	
2	Retain competent staff	

LCAP and LOCAL ESSENTIAL METRICS

1.1	No open positions within one month of the beginning of the school year.
1.2	Employees successfully complete their probationary period.
1.3	Offer competitive wages.
2.1	Data Source: Number of resignations prompted by the employee

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#5 RANKED OBJECTIVE: SPECIAL EDUCATION SERVICES

Definition: Design, implement, evaluate, and improve Special Education programs and services to support school districts and the County Office.

Responsible Division(s): Special Education Department

Content Area: Centralized Programs

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Develop a course of study and pacing guides across grade levels, that address the unique needs of the students enrolled in each centralized educational strand (SDC) offered by SCSOS by June 1 2019	
2	Provide training, coaching, and mentoring to special education leadership team to increase expertise in the diagnosis of effective instruction and instructional supervision throughout the 2018-2019 school year	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Course of study and pacing guide for SDC strands
2.1	Data Source: Training/coaching/mentoring logs and review of calendared meetings

Content Area: Regionalized Program

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide core special education and supplemental special education services and oversight to non-provider districts, seeking semi-annual feedback from district administrative personnel	
2	Create a menu of core and supplemental services provided to non-provider school districts	

LOCAL ESSENTIAL METRICS

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1.1	Data Source: Calendar and Conduct special education program collaboration meetings with county and district administrative personnel
2.1	Data Source: Menu of services provided to all districts by December 31, 2018.

Content Area: Professional Development

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide internal professional development in identified areas of need to certificated, classified, and administrative special education staff during the 2018-2019 school year	
2	Provide external professional development training to non provider districts in the area of special education services and oversight during the 2018-2019 school year	
3	Provide professional development training to develop and implement the course of study and pacing guides for the SDC program strands by June 1, 2019	

LCAP and LOCAL ESSENTIAL METRICS

1.1	Data Source: Sign in sheets, agendas, and materials from each training
2.1	Data Source: Sign in sheets, agendas, and materials from each training
3.1	Data Source: Course of study and pacing guides

Content Area: Special Education Expenditure Model

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	The Special Education Department Leadership Team will explore county special education expenditure models throughout the state.	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Expenditure model reports to superintendent by February 1, 2019
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#6 RANKED OBJECTIVE: SELPA DISTRICT SPECIAL EDUCATION SUPPORT SERVICES

Definition: Design, implement, evaluate, and improve the SELPA services provided to the districts and Sutter County students.

Responsible Division(s): SELPA Director

Content Area: Program Service Model

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide technical assistance to SELPA Program Providers to ensure timely response to program and service needs which are reflected in special education identification patterns across the SELPA.	
2	SELPA LEAs will be compliant in all areas mandated by state and federal guidelines. Performance measures of student success will demonstrate a pattern of growth.	
3	Oversee the SELPA Funding Model to ensure economy of scale, equity in service provision and fiscal prudence.	
4	Sutter County SELPA’s Local Plan aligns local policies and practices with federal and state mandates.	
5	Services are provided to students in the Least Restrictive setting with supports which promote student success and maintain related services in the local community whenever possible.	
6	Provide early intervention through multidisciplinary services to infants (age 0-3). The SELPA engages in multi-agency/vendored services for the Regional Center generating funds to support Infant Services for Sutter County families.	

LCAP and LOCAL ESSENTIAL METRICS

1.1	Annual survey identifying school district trends and anticipated upcoming needs. Survey to be reported to the Operation’s Council and Superintendent’s Coordinating Council.
2.1	Adherence to CDE Compliance and Performance data timelines and action plans, evidenced by CDE reports.
2.2	Professional Development sessions will include Sign in sheets and session surveys.
3.1	SCC will review and pass annual budgets which outline appropriate services at the local and regional level, while also demonstrating fiscal prudence at a time of significant underfunding.

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4.1	SELPA Director reviews Local Plan and provides report to the Governance Council
5.1	Evidence of supports for high risk students in local settings, analysis of School Based Mental Health range of service and caseload size, and Non Public School placement trends will be collected by the SELPA for annual review, as reflected within an annual report to the Governance Council by the SELPA Director.
6.1	Report to the Governance Council on SCIP and VIP caseloads which reflect both Low Incidence IFSPs and vendored services which generate dollars for the program.

Content Area: Budget/Fiscal Model

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the COE provides the agreed upon services expected to each District.	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Survey of Districts and Report to Cabinet.
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#7 RANKED OBJECTIVE: SUBSTITUTE CONSORTIUM SERVICES

Definition: Recruit, train, support, mentor and improve substitute services to support school districts and the county office programs.

Responsible Division(s): Human Resources

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide and maintain a qualified substitute teacher pool for school districts and county office programs.	
2	Provide and maintain substitute pools in the areas of Para Educators, Clerical, and Interpreters for county programs.	

LOCAL ESSENTIAL METRICS

1.1	Daily report via substitute calling system. (AESOP)
1.2	All substitutes hold a valid credential, TB expiration, and mandated reporter certification.
2.1	Report to the assistant superintendent of H.R. of the unfilled positions.

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#8 RANKED OBJECTIVE: CREDENTIALING SERVICES

Definition: Teachers and administrators are appropriately assigned, and fully credentialed in the area(s) for which they are teaching.

Responsible Division(s): Human Resources

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that all certificated staff in Sutter County hold a valid and appropriate California Credential.	
2	Ensure that all certificated staff in Sutter County are properly credentialed for their assignment and report to the Commission on Teacher Credentialing.	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Maintain a database of credential expirations for certificated staff in Sutter county to monitor expiration dates and notify the credential holder that action is required.
1.2	Data Source: Advise and counsel credential candidates on requirements to obtain credentials and the application process.
1.3	Data Source: Monitor the expirations of the permits/credentials of all substitute teachers within Sutter, Colusa and Yuba Counties.
2.1	Data Source: Advise and counsel administration on assignments and building master schedules.
2.2	Data Source: Meet with district administration annually to review assignments to ensure that all certificated staff hold the appropriate credential for their assignment.
2.3	Data Source: Solution based collaboration meetings with district administration regarding maximizing credential holder's experience and authorization.

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#9 RANKED OBJECTIVE: COLLEGE AND CAREER READINESS

Definition: Design, implement, evaluate and improve programs designed to increase students who are college and career ready.

Content Area: Tri-county ROP/Career Technical Education

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Develop Work-Based Learning Platform to serve students in grades 6-12	
2	Develop Career Readiness Platform to serve students in grades 6-12	
3.	Develop Career Readiness Badging System to serve students in grades 6-12	
4.	Develop micro-internship program to serve students in concentrator and capstone CTE courses	
5.	Expand Guided Career Pathways to support and enhance existing career pathways in grades 6-12	
6.	Provide Grant Writing Assistance	
7.	Develop and Expand Advisory Pathway Boards	
8.	Provide CTE Legislative Advocacy	
9	Develop and Implement Regional Industry Based Assessments	
10.	Provide Targeted PD to all pathways	
11.	Develop Regional CTE courses – online/blended courses	
12.	Provide site reviews and assist with program monitoring; CTEIG	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Develop baseline number of students enrolled in WBL programs; types of programs
2.1	Data Source: Develop baseline number of students served and types of services provided
3.1	Data Source: Develop baseline number of students served; number of badges achieved; types of badges achieved
4.1	Data Source: Develop baseline number of students participating in internships; types of internships

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5.1	Data Source: Develop baseline number and types of pathways developed; number of students participating; outcomes
6.1	Data Source: Report out to the steering committee the Number of new grants funded
7.1	Data Source: Report out to the steering committee Number of meetings and new members
8.1	Data Source: Report out to the steering committee the Level of advocacy and results
9.1	Data Source: Report out to the steering committee and Advisory committee the Percent of assessments developed; passage rates; employer collaboration
10.1	Data Source: Report out to the steering committee Amount of PD; types of PD; attendance
11.1	Data Source: Report out to the steering committee New courses; number of Online Courses
12.1	Data Source: Report out to the steering committee Number of Site reviews; outcomes of review

Content Area: CTE Teach/Foundations Grants

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the CTE Teach Grant is fully implemented and compliant with the expectations of the Grant.	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Grant Evaluation, as reported to Cabinet.
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Content Area: California Career Pathways Trust Grant (CCPT)/STREAM

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the CCPT is fully implemented and compliant with the expectations of the Grant.	
2	Expand, enhance, and align and evaluate regional career pathways in grades 7-14	
3.	Develop regional data system to track and report student outcomes	
4.	Implement Project Based Learning	
5.	Implement distance and blended learning	
6.	Leverage additional funding through expanded partnerships	
7.	Expand counseling and support systems	
8.	Develop a regional career showcase	
9.	Provide targeted PD	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Grant Evaluation, as reported to Cabinet.
2.1	Data Source: # of aligned pathways; evaluation of pathways; report to school board; STREAM Board; CDE
3.1	Data Source: Data report; report to school board; STREAM Board; CDE
4.1	Data Source: Percent of PBL implemented; report to school board; STREAM Board; CDE
5.1	Data Source: Percent of additional funding; report to school board; STREAM Board; CDE
6.1	Data Source: Percent of additional funding; report to school board; STREAM Board; CDE
7.1	Data Source: Percent of additional services; report to school board; STREAM Board; CDE
8.1	Data Source: Showcase; report to school board; STREAM Board; CDE
9.1	Data Source: Type of PD; Amount of PD; participation in PD; report to school board; STREAM Board; CDE

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#10 RANKED OBJECTIVE: TRI-COUNTY INDUCTION PROGRAM

Definition: Design, implement, evaluate, and improve accredited teacher and administrative preparation programs to support school districts in the state of California through the Commission on Teacher Credentialing.

Responsible Division(s): Human Resources

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the Superintendent of Schools provides the agreed upon services expected by each District.	
2	Recommend credentials for candidates who have met program requirements per the California Commission on Teacher Credentialing (CTC) for Special Education, CTE, Multiple-Subjects, Single-Subject, Agriculture Specialist	
3	Earn a 7-year accreditation rating from the CTC for all programs listed above	
4	All agriculture teachers in the state of California clear their credential through Sutter County programs	
5	Classified employees who want to earn a credential go through our Classified Employee Grant	
6	CTE Pathways are created with local high schools, Yuba College, and industry for potential teachers	
7	Professional development sessions are offered throughout the school year based on the California Standards for the Teaching Profession (CSTP) and candidates/mentor needs	
8	Candidates and Mentors have the option to earn units of university credit at a reduced rate through for professional development hours attained	
9	Mentors receive quality coaching skills during annual training and mentor forums held throughout the year	
10	Web based platforms are utilized in all teacher and administrator programs	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Survey of Districts and Report to Cabinet.
2.1	Data source: number of credentials cleared compared to the number of initial candidates
3.1	During the 2019/2020 school year the above programs will attain accreditation from the CTC during the county visit by following all state mandates and requirements for accreditation.
4.1	Data source: All eligible agriculture teachers choose to enroll and complete the program (CATIP - 43 currently enrolled)
4.2	Data source: Survey data indicates high levels of satisfaction from all stakeholders-Candidates, Mentors, Site and District Administrators
5.1	Data source: All eligible classified employees are served and complete our preparation programs
6.1	Data source: The creation of the Pathway
7.1	Data source: Survey results from candidates stating their CSTP areas for growth and development (10 sessions were held during 17/18) Partner with site/district PD to embed CSTP in their trainings
7.2	Data source: Candidate and Mentors report increased student learning from participating in program professional development
8.1	Data source: Number of participants who enrolled and earned Brandman University units for a minimum number of hours set for candidates and mentors
9.1	Data source: Candidates report receiving quality coaching throughout the year
9.2	Data source: Observation data indicates increased classroom management strategies result in more

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	teaching time,with fewer interruptions
9.3	Data source: Survey data indicates teacher and student relationships are positive which enhances student achievement
10.1	Data source: 100 percent of candidates and mentors use technology and is evident through all documents turned in on Google Classroom, Moodle, etc.

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#11 RANKED OBJECTIVE: SHADY CREEK OUTDOOR SCHOOL

Definition: Design, implement, evaluate, and improve the outdoor education experience, at Shady Creek, for all students.

Responsible Division(s): Business Services

Content Area: School Programs

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the Shady Creek Program meets the agreed upon needs of clients.	
2	Provide science curriculum to all Shady Creek students that aligns with the Next Generation Science Standards.	
3.	Ensure enterprise conference business is profitable to supplement the cost of the outdoor school program	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual 5-point Likert Survey of Clients, with a minimum target of “4” and Report to Cabinet.
2.1	Maintain California Outdoor School Association (COSA) Certification and provide an annual report the Board of Education
3.1	Quarterly budget audit for enterprise account to the Director of Internal Business Services



#12 RANKED OBJECTIVE: STUDENT SUPPORT SERVICES

Definition: Design, implement, evaluate, and improve programs and services to support the physical, mental, socio-emotional, wellness, and academic well-being in all students.

Responsible Division(s): Student Support Services

Content Area: Homeless and Foster Youth Services Countywide Program (Grant)

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide Homeless and Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council. <ul style="list-style-type: none"> • Provide protocol and transition process between school, probation, social services and mental health • Identify countywide homeless and foster youth needs and prioritize service those with the highest need first • Develop Interagency Agreements for transportation, services, case management and direct services provided by staff 	
2	Homeless and foster youth will receive improved academic and social-emotional support. <ul style="list-style-type: none"> • Coordinate cross-systems communication and services with agencies and schools • Identification and tracking of all homeless and foster youth countywide • Provide a list of identified homeless and foster youth students on a weekly basis • Collaborate with districts and agencies to access appropriate resources for students 	
3	Provide professional development to district personnel for Homeless and Foster Youth <ul style="list-style-type: none"> • Regulations, Services and Engagement • Protocols, Procedure and Effective Practices • Accessing Higher Education and Careers Programs 	
4	Working with Districts and the Community in providing <ul style="list-style-type: none"> • Customized Grant Services • Coordination/leveraging of resources/support 	

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LOCAL ESSENTIAL METRICS

1.1	Data Source: Minutes, sign-in sheets, CalPADS, IPP Database, Interagency Agreements
2.1	Data Source: Report on the Executive Council of flow Chart documentation, CalPADS, IPP Database, weekly list
3.1	Data Source: Website posting, Emailing PD announcements, G-Guite documentation
4.1	Data Source: Provide to appropriate site/district/agency an annual Summary Site Analysis report

Content Area: Tobacco Use and Prevention Education (Grant)

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide Technical Assistance to county LEA's regarding Tobacco Use and Prevention Education activities	
2	Collaborate with consortium District partners in the delivery of TUPE programs and services as funded by grants	
3	Provide training to Districts on effective TUPE programs, policies and procedures and certification	
4	Consortium Partnerships <ul style="list-style-type: none"> • Customized Grant Services • Coordination/leveraging of resources/support 	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Technical Assistance reports submitted to the California Department of Education
2.1	Data Source: Grant documentation and reports to districts and the California Department of Education
2.2	Data Source: Calendar of trainings and sign in sheets as well as required grant reporting to the California Department of Education
3.1	Data Source: Report to the State on the Bi-annual TUPE certification, G-Suite and website
4.1	Data Source: Report of Summary Site Analysis provided to districts/sites

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Content Area: SARB

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide county SARB services, including acting as the county SARB board, for all the LEA's in Sutter County	
2	Consortium Partnerships <ul style="list-style-type: none">• Customized Grant Services• Coordination/leveraging of resources/support	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Survey of Districts and report to cabinet and the California Department of Education.
2.1	Data Source: Report of Summary SARB Site Analysis provided to districts/sites

Content Area: County Office LCAP

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the Sutter COE LCAP is completed and approved by the California Department of Education.	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Approval Letter from the California Department of Education
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#13 RANKED OBJECTIVE: COMMUNICATION AND COMMUNITY OUTREACH

Definition: Ensure that communications with the community and school districts served by the Sutter County Superintendent of Schools Office is open and transparent. The focus is in communicating to develop community support and involvement in providing services to the students served by the Sutter County Superintendent of Schools Office. Examples of such involvement include grant development, educational foundations, and community sponsored clubs, internships, and activities for students and families.

Responsible Division(s): Student Support Services

Content Area: Community Partnerships

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Develop Partnerships that support the work of the COE and Districts.	
2	Target specific partnership to increase student success	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual List of Partnerships submitted to Cabinet, with an increase in partnerships by 5% until threshold has been met.
1.2	Report to the Superintendent on the number of new partnerships for specific county programs

Content Area: Communication

Definition: District and community awareness and familiarity with the Sutter County Office of Education is essential to the long-term success of the Sutter County Office of Education and the School Districts served by Sutter County Office of Education.

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Effectively market and communicate the assets of the Sutter County Superintendent of Schools to Districts and the Community.	

LOCAL ESSENTIAL METRICS

1.1	Document Source: Annual report to Cabinet on data received from web postings, email Listserves, training videos, online meetings, and phone meetings, which denote the effectiveness in communicating to Districts and Community.
1.2	Annually Develop Program Specific outreach to community agencies report to cabinet

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1.3	Annual Report to Board of Trustees and District Superintendents on improvements made in communicating with the Districts and the Community.
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#14 RANKED OBJECTIVE: NEW AND MODERNIZED TECHNOLOGY AND EQUIPMENT

Definition: Maximizing federal, state and local resources to provide new and modernized technology, equipment, and consultation support to address the needs of the students and staff, in the most efficient and effective manner possible.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure the annual contribution to the Equipment and Technology Reserve will provide the necessary funding to routinely update the technology hardware and Sutter County Office of Education equipment.	
2	Maintain an up-to-date Master Technology and Equipment replacement plan.	
3	Ensure that technology is kept up to date.	
4.	Provide weekly technology trainings	
5.	Identify IT needs of staff for professional development of staff	
6	Integrate and maintain new technology systems	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Board Approved Budget that reflects a \$1,100,000 Contribution to the Equipment and Technology Reserve.
2.1	Data Source: Annual Board Approval of the Revised Master Technology/Equipment Replacement Plan.
3.1	Data Source: Annual Report to the Board of current technologies versus in-house technologies.
4.1	Data Source: Sign in sheets and agendas for the meetings.
5.1	Survey staff for IT professional development needs and provide training on the identified areas of greatest need.
6.1	Data Source: As annually evaluated by the Director of Technology in a report to the Superintendent.

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#15 RANKED OBJECTIVE: FEATHER RIVER ACADEMY

Definition: Providing an alternative educational setting for expelled youth.

Responsible Division(s): Student Support Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Expelled youth will satisfy the terms of the expulsion agreements and return to their home school or fulfill requirements for graduation at FRA.	
2	Rehabilitation plans are completed for all students	
3	Countywide Expelled Youth Plan completion and approval every three years	

LOCAL ESSENTIAL METRICS

1.1	Data Source: 10 % of expelled youth return to their home school or graduate from FRA.
2.1	Data Source: Completion of rehabilitation plans and evidenced by administrative review
3.1	Data Source: Expelled youth plan is approved by all districts



#16 RANKED OBJECTIVE: ADULT EDUCATION

Definition: Design, implement, evaluate, and improve the adult education services provided to adults.

Content Area: Adult Education – High School Equivalency(HSE, HISE, GED)

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Adhere to compliance and reporting as mandated	
2	Expand HSE preparation program and testing facilities by 20%	
3	Increase access to computer labs and tutoring	
4	Increase access to instructional technology	
5	Develop data PLC to ensure data is being used to drive student outcomes	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Number of reports on time; Report to CDE and school board
2.1	Data Source: Number of new facilities, new classrooms; report to school board
3.1	Data Source: Number of Students using labs; percentage of students enrolled in program; sign in sheets
4.1	Data Source: Number of teachers using new technology; percentage of new technology
5.1	Data Source: Use of data; analysis reports; improved outcomes; meetings; and report school board

Content Area: Adult Education - ESL

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Expand classes, services, and offerings	
2	Increase contextualized learning through CTE, VESL, PBL and civic curriculum	
3	Increase partnerships with critical stakeholders	
4.	Implement career assessments and enroll all students in career pathways	
5.	Increase access to computer labs and tutoring	
6.	Increase student access and use of instructional technology	

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7.	Develop data PLC to ensure data is being used to drive student outcomes	
8.	Increase completion and transition rates	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Number of new classes and services
2.1	Data Source: Number and type of courses implemented; Number of students attending new courses; report to school board
3.1	Data Source: Number of new partnerships; types of partnerships; number and types of services provided by partners report to school board;
4.1	Data Source: Number of students taking assessments and enrolled in pathways; types of pathways and percentage of students enrolled in each; report to school board
5.1	Data Source: Percent of additional lab time and space report to school board;
6.1	Data Source: Increase in number of students accessing and using technology; report to school board
7.1	Data Source: Use of data; meetings; improved student outcomes; report to school board
8.1	Data Source: Number of students transferring to higher levels Number of students completing programs; report to school board

Content Area: Adult Education – High School Diploma - HSD

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	<u>Met / Not Met</u>
1	Update and align curriculum with necessary standards, partnering LEA's, and employers	
2	Implement and align adult integrated CTE pathway programs with partners	
3	Expand classes, services, and offerings	
4	Increase contextualized learning through CTE, and PBL	
5	Increase partnerships with critical stakeholders	
6	All students will take career assessments and enroll in career pathways aligned with their goals	
7	Increase access to computer labs and tutoring	

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8	Increase student access and use of instructional technology	
9	Develop data PLC to ensure data is being used to drive student outcomes	
10.	Pursue and receive WASC and other necessary accreditations	
11.	Increase graduation and transition rates	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Percentage of Standards alignment; percentage of updated course outlines; percentage of updated lesson plans; percentage of u report to school board pdated instructional resources; alignment of programs and SLO's with partners;
2.1	Data Source: Number of new programs and pathways; number of students enrolled; report to school board
3.1	Data Source: Number of new offerings; number of new services; report to school board
4.1	Data Source: Number of programs with PBL and CTE with contextualized learning; percentage of contextualized learning; outcomes from contextualized learning; report to school board
5.1	Data Source: Number of new partnerships; types of partnerships; report to school board
6.1	Data Source: Percentage of students testing; percentage of students enrolled in career pathways; percentage of enrollment in pathways; report to school board
7.1	Data Source: Percentage of students using labs; number of new labs report to school board;
8.1	Data Source: Increase in number of students accessing and using technology
9.1	Data Source: Use of data; meetings; improved student outcomes report to school board
10.1	Data Source: WASC accreditation; action plan; meeting goals in action plan report to school board
11.1	Data Source: Number of completers; number of graduates; number of students transitioning to post-secondary programs and employment; report to school board

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Content Area: Adult Education Block Grant - Local

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the Adult Education Block Grant is fully implemented and compliant with the expectations of the Grant.	
2	Develop annual priorities based on the 7 AEBG program areas	
3.	Develop Local Assessment Policy	
4.	Develop collocated partnerships	
5.	Leverage resources from AEBG consortium to expand opportunities for students	
6.	Collaborate with AEBG consortium to ensure regional alignment	
7.	Pursue additional funding	
8.	Provide expanded services to serve students with disabilities	
9.	Expand services to support parents of ESL K-12 students	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Grant Evaluation, as reported to Cabinet.
2.1	Data Source: Percentage of alignment with 7 priorities; report to school board; report to AEBG consortium
3.1	Data Source: Percentage of assessments aligned report to school board; report to AEBG consortium;
4.1	Data Source: Number of shared spaces; report to school board; report to AEBG consortium
5.1	Data Source: Amount of new funding and resources; report to school board; report to AEBG consortium
6.1	Data Source: Number of regional projects; decisions; report to school board; report to AEBG consortium
7.1	Data Source: Percent of new funding report to school board; report to AEBG consortium;
8.1	Data Source: Percent of new programs and students served; report to school board; report to AEBG consortium
9.1	Data Source: Number of meetings; number of parents served; report to school board; report to AEBG consortium

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Content Area: Adult Education Block Grant - Regional

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the Adult Education Block Grant is fully implemented and compliant with the expectations of the Grant.	
2	Develop regional AEBG priorities, budget, annual plan	
3.	Collaborate on expanding regional courses, funding and resources for consortium	
4.	Pursue additional staffing to support expanded services	
5.	Provide targeted PD to needs of consortium members	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Grant Evaluation, as reported to school board; report to AEBG consortium
2.1	Data Source: Annual plan and budget and priorities; report to school board; report to AEBG consortium
3.1	Data Source: Number of new courses, funding and resources; report to school board; report to AEBG consortium
4.1	Data Source: Number of new staff; report to school board; report to AEBG consortium
5.1	Data Source: PD provided and participation in PD; types of PD; report to school board; report to AEBG consortium;

Content Area: Adult Education Family Literacy Act Grant – WIOA Title 2

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure that the WIOA Title 2 grant is fully implemented and compliant with the expectations of the Grant.	
2	Increase student persistence rates and reduce student recrudescence by 5%	

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3.	Increase CASAS post-test scores by 5%	
4.	Facilitate the use of CASAS data to increase payment points by 10%	
5.	Implement technology plan as submitted by SCAE	
6.	Implement PD plan as submitted by SCAE	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Grant Evaluation, as reported to Cabinet; Outcomes and Grant reporting
2.1	Data Source: Use TopsPro to identify student attendance rates and completion rates report to school board; report to AEBG consortium
3.1	Data Source: Use TopsPro to identify percentage of students improving post test scores; report to school board; report to AEBG consortium
4.1	Data Source: Use and sharing of CASAS data; percentage of increase in payment points report to school board; report to AEBG consortium;
5.1	Data Source: Percentage of plan implemented as identified by OTAN; report to school board; report to AEBG consortium
6.1	Data Source: Participation, Implementation, and Evaluation of PD plan as identified by OTAN; report to school board; report to AEBG consortium

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#17 RANKED OBJECTIVE: SUTTER ONE STOP SERVICE

Definition: Design, implement, evaluate, and improve “Sutter One Stop Services” for the Community and School Districts.

Responsible Division(s): To Be Determine

Content Area: Community Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide & facilitate workforce development services addressing the needs of the community	
2	Design services to meet the needs of special populations with barriers to employment	
3	Secure funding for Workforce Development Services special/specific populations	
4	Provide Workforce Development services to local business/employer community:	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Report number of individuals and agencies served to community and cabinet
2.1	Data Source: Report number of individuals being served in special categories
3.1	Data Source: Report Annually number of business served in workforce development programs to cabinet
4.1	Data Source: Report Annually number for grants secured in workforce development area to cabinet

Content Area: Resources

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide workforce development resources information to community	
2.	Coordinate workforce development services within departments to maximize resources	

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3	Maintain effective service delivery models to maximize resources	
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LOCAL ESSENTIAL METRICS

1.1	Data Source: Develop Resource Guide for Workforce Development Programs in community, report to cabinet and community partners
1.2	Data Source: Survey community agencies on Workforce Development needs and share with cabinet and agencies
2.1	Data Source: Align staffing resources by coordinating service delivery to meet program needs and report to cabinet
3.1	Data Source: Annually report to cabinet on workforce program including number of individuals served, employed

Content Area: Partnerships

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Develop Partnerships that support the work of the COE and Districts.	
2.	Develop Advisory Committee for target Industry Sectors	
3.	Develop Partnership agreements for Apprenticeships, Workforce Development, Job Placement Services, Career Pathways, Internships, On the Job Training, Paid Internships.	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual List of Partnerships with an increase rate of partnerships by 5% Report to Cabinet.
1.2	Data Source: List of partnership agreements with service contracts report to cabinet
2.1	Data Source: Report on number of advisory committees to cabinet

Content Area: Vocational Training/Workforce Development

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
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1	Ensure that the COE provides the agreed upon services expected to each District	
2.	Provide Vocational Training programs identified in the Workforce Board's Regional Plan	
3.	Ensure Vocational Training Programs meet local industry needs by utilizing labor market data	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Survey of Districts and Report to Cabinet.
2.1	Data Source: Report target industry areas for vocational training in the Regional Plan to cabinet
3.1	Data Source: Report Annually number of existing program and identify additional programs needed to cabinet
3.2	Data Source: Report local/regional labor market data to cabinet
3.3	Data Source: Annually Report programs offered and students served to partners and cabinet

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#18 RANKED OBJECTIVE: Facilities, Maintenance, and Operation Services:

Definition: Provide an environment that is safe, clean, and attractive that promotes student learning and fosters student, staff, and community pride.

- Facility Master Plan/Five-year Deferred Maintenance Plan
- New and Modernized Facilities
- Clean, Safe, Functional and Attractive Facilities and Grounds
- Core Services– Small District Consultative Support
- Menu of Services – Performing facility and maintenance services to districts with an MOU

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Maintain an up-to-date Master Facility Plan.	
2.	Maintain an up-to-date Master Deferred Maintenance Plan	
3.	Provide adequate custodial support to maintain clean, safe facilities	main
4.	Provide skilled maintenance support to maintain safe, functional facilities and grounds.	
5.	Provide oversight of maintenance, procurement and surplus of County fleet vehicles	
6.	Provide Small District Consultative Support	
7	Provide facility and maintenance services to districts with an MOU (Funded by districts at time and materials)	
8	Williams Act Compliance and inspections of identified districts	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Annual Board Approved Master Facility Plan.
2.1	Annual Board Approved Master Deferred Maintenance Plan
2.2	Data provided to the Superintendent of historical and forecasted deferred maintenance activities in a maintenance tracking system such as School Dude or similar software. (3 rd party source)

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3.1	Annual Williams Act Report to ensure compliance
3.2	Quarterly inspection report provided by the Director of Facilities to the Assistant Superintendent of Business Services
4.1	Quarterly progress report of the work order system provided by the Director of Facilities to the Superintendent
5.1	Annual review and update plan developed by the Director of Facilities provided to Assistant Superintendent of Business Services
6.1	Provide a monthly Superintendent Report of the consultations taking place
7.1	Provide a monthly Superintendent Report of the services provided, including the billing involved.
8.1	Williams Act Compliance and inspection reports provided to the District, County Board and Board of Supervisors.

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#19 RANKED OBJECTIVE: EDUCATOR SUPPORT SERVICES

Definition: Design and implement teacher intern preparation, Tier I and II administrative credential program

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Recommend credentials for candidates who have met program requirements per the California Commission on Teacher Credentialing (CTC) Multiple-Subject Interns, Preliminary Administrative Services and Clear Administrative Services	
2	All districts in Sutter, Yuba and Colusa County participate in Sutter County teacher and administrator preparation programs	
3	Participants in all teacher and administrator preparation programs utilize current research-based, best practices	
4	Web based platforms are utilized in all teacher and administrator programs	
5	Program to be self sufficient financially	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Survey data indicates high levels of satisfaction from all stakeholders-Candidates, Mentors, Site and District Administrators
1.2	Data Source: All eligible participants choose to enroll, and complete Sutter County programs
2.1	Data source: Survey data from Districts will indicate participation level
3.1	Data source: Weekly mentor/candidate meetings address student assessments to improve student learning and drive instruction
4.1	Data source: 100 percent of candidates and mentors use technology and is evident through all documents turned in on Google Classroom, Moodle, etc.
5.1	Budget approved by the county board of education demonstrating a self sufficient program



#20 RANKED OBJECTIVE: SCHOOL OPTIONS

Definition: Support districts and county office staff to provide oversight of charter schools by providing support and training to district staff, school boards, and county office of education staff.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Support districts and county office staff to provide oversight of charter schools by providing training to district staff, school boards, and county office of education staff.	
2	Process appeals to the county office of education for charter schools that were denied by a local LEA.	

LOCAL ESSENTIAL METRICS

1.1	Data Source: Sign in sheets and participant feedback provided to cabinet
1.2	Data Source: Development of a section of SCSOS website of resources for charter school oversight
2.1	Data Source: Provide guidance and documentation to SCSOS staff to review petitions that are appealed and prepare presentations to the county board of education.





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