

# Agenda

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## SUTTER COUNTY BOARD OF EDUCATION

### Regular Meeting

Wednesday, April 13, 2022 - 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](http://www.sutter.k12.ca.us).

#### 5:30 p.m.

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Roll Call of Members:

June McJunkin, President

Victoria Lachance, Vice President

Jim Richmond, Member

Harjit Singh, Member

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 54954.3(a) states, ".....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

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

The Minutes of the March 9, 2022, Regular Meeting of the Sutter County Board of Education are presented for approval.

6.0 Tri-County Induction Program (TCIP) Update  
Lisa Gault

Lisa Gault, TCIP Director, will give a department presentation.

6.1 Sutter County Adult Education – WASC Action Plan  
Eric Pomeroy **[Action Item]**

Approval of Sutter County Adult Education Plan.

7.0 Educator Effectiveness Block Grant  
Brian Gault

The plan for the SCSOS Educator Effectiveness Block Grant was presented for input at the November 2021 Board Meeting and approved at the December 2021 Board Meeting. The plan, with recommended changes, is being presented as an information item.

8.0 Expanded Learning Opportunities Grant – Brian Gault

The SCSOS Expanded Learning Opportunities Grant Plan was presented to the Board in May 2021, the revised plan is being presented as an information item.

9.0 Business Services Report

9.1 Monthly Financial Report – March 2022 – Nic Hoogeveen

10.0 Approval of Lease Extension with Coscarat Living Trust  
Ron Sherrod **[Action Item]**

Approval of Lease Extension with Coscarat Living Trust that currently accommodates training and meeting space located at:  
980 Tharp Road, #1100  
Yuba City, CA 95993

11.0 Quarterly Facilities Projects Update  
James Peters

12.0 The SCSOS A-G Completion Improvement Plan  
Brian Gault

The SCSOS Improvement Plan is being presented for discussion and input. A final version will be presented for approval at the May Board Meeting.

13.0 The Pathways Charter Academy A-G Completion A-G Completion Improvement Plan – Brian Gault

The Pathways Charter Academy Improvement Plan is being presented for discussion and input. A final version will be presented for approval at the May Board Meeting.

14.0 The following Board Bylaws are presented for a second reading and Board approval  
Maggie Nicoletti **[Action Item]**

- Board Bylaw 9220 – Governing Board Elections

- Board Bylaw 9270 – Conflict of Interest

15.0 Sutter County Board of Education Strategic Plan and Goals  
Superintendent Reusser **[Action Item]**

The Sutter County Board of Education Strategic Plan and Goals was revised by the Board in October 2019. This item is being presented to the Board to determine if the Board wishes to have a Study Session to discuss revisions to the Sutter County Board of Education Strategic Plan and Goals.

16.0 Items from the Superintendent/Board

17 .0 Adjournment

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

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

Agenda Item No. 5.0

BOARD AGENDA ITEM: Approve Minutes of the March 9, 2022, Regular Board Meeting

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☒ Action

Maggie Nicoletti

☐ Reports/Presentation

SUBMITTED BY:

☐ Information

Tom Reusser

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The minutes of the regular meeting of the Sutter County Board of Education held March 9, 2022, are presented for approval.

**Unapproved**  
**SUTTER COUNTY BOARD OF EDUCATION MINUTES**  
**Regular Meeting**  
**March 9, 2022**

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President McJunkin, 5:30 p.m., March 9, 2022, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by Trustee Turner.

3.0 Roll call of Members

June McJunkin, President – Present  
Victoria Lachance, Vice President – Present  
Jim Richmond, Member - Present  
Harjit Singh, Member – Present  
Ron Turner, Member – Present

Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Ron Sherrod, Eric Pomeroy, Joe Hendrix, Brian Gault and Maggie Nicoletti

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

None.

5.0 Approve Minutes of the February 9, 2022, Regular Meeting

A motion was made to approve the minutes of the February 9, 2022, regular meeting of the Sutter County Board of Education.

<i>Motion:</i>	Turner	<i>Seconded:</i> Lachance
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Turner, Richmond, Singh and Lachance)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

6.0 Sutter County Statement of Net Position Financial Audit Report

Jen Aras, Crowe LLP, presented the Sutter County Statement of Net Position Financial Audit Report to the Board. This is a special audit due to the purchase of Cambridge which initiated a special reporting requirement. The audit is as of the date we purchased Cambridge – September 1, 2021, and it is not a typical audit nor does the report look like a typical audit. Ms. Aras stated it was a clean audit.

Motion made to approve the Sutter County Statement of Net Position Financial Audit Report.

<i>Motion:</i>	Richmond	<i>Seconded:</i> Singh
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Turner, Richmond, Singh and Lachance)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

7.0 AeroSTEM Academy Presentation

Kathy Smith-McQuerry, Director of AeroSTEM, presented a hand-out of the AeroSTEM Academy PowerPoint presentation. She reviewed the PowerPoint with the Board which featured many highlights of the AeroSTEM Academy. Kathy stated that AeroSTEM is in the middle of a cafeteria review, an audit and they just finished with WASC meetings.

8.0 Adult Education Department Update

Eric distributed and reviewed the Sutter County Adult Education (SCAE) information with the Board. The handout included the SCAE mission, student learning outcomes, school's strengths and growth areas. Eric stated the school is in the process of being WASC accredited. He thanked the Board for their support with all that has been happening in his department. Eric stated the culinary students were selling food out of the food truck at the Bok Kai Festival in Marysville.

9.0 CSBA Ballot for 2022 Delegate Assembly County Representative Election

Motion was made to cast a vote for Dave Patterson to serve as the 2022 Delegate Assembly County Representative.

<i>Motion:</i>	Richmond	<i>Seconded:</i> Turner
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Turner, Richmond, Singh and Lachance)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

10.0 Approve the 2021-2022 Second Interim Report

Ron reviewed the report with the Board; this is our budget as of January 31, 2022. He reviewed page 12 of the report which reflected revisions as of January 31, 2022. Ron thanked the staff for their hard work and time.

A motion was made to approve the 2021-2022 Second Interim Report.

<i>Motion:</i>	Singh	<i>Seconded:</i> Lachance
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Turner, Richmond, Singh and Lachance)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

11.0 Business Services Report

11.1 Investment Statement – December 2021

Ron reviewed the December 2021 Investment Statement with the Board. Reports have been delayed by Sutter Co. Treasury Department.

11.2 Donations – Donation received from Shannon Cueva in the amount of \$337.00 to be used for Shady Creek Outdoor School Program – general fund.

11.3 Facilities Update – Ron met with vendors today to discuss security cameras around the campuses (FRA). RFQ – James still working on this for the new building. We will follow up with Financial Strategies to see where we are at. FMOF is planning projects that will be done over spring

break. The Facilities Maintenance Plan will be reviewed at the next Board Meeting.

12.0 The following Board Bylaws are presented for a first reading:

- Board Bylaw 9220 – Governing Board Elections
- Board Bylaw 9270 – Conflict of Interest

This is the first reading of the above Board Bylaws with revisions. They will be brought back to the April Board Meeting for a second reading and Board approval.

13.0 Items from the Superintendent/Board

Superintendent Reusser reported on the following:

- Shady Creek Lip Sync Battle was held March 4<sup>th</sup> at the Hard Rock Casino. Four hundred plus attended and those participating did a great job.
- Tom went to Shady Creek yesterday regarding fire insurance. We have a zero deductible for our fire insurance at this time. Fire chief walked the property and was concerned about all the excess brush, the pathway leading in, the pathway leading out and the excess trees. TCSIG wants us to show a good faith effort to remove the brush and some of the trees so that we can satisfy the fire chief's concerns.

14.0 Adjournment

A motion was made to adjourn the meeting at 6:43 p.m.

<i>Motion:</i>	Richmond	<i>Seconded:</i> Turner
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Lachance, Singh, Richmond and Turner)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

BOARD AGENDA ITEM: Tri-County Induction Program (TCIP) Update

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:      PREPARED BY:

           Action    Lisa Gault

\_\_\_\_ Reports/Presentation SUBMITTED BY:

<u>X</u>	Information	<u>Lisa Gault</u>
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\_\_\_\_ Public Hearing                      PRESENTING TO BOARD:

\_\_\_\_ Other (specify) \_\_\_\_\_ Lisa Gault

BACKGROUND AND SUMMARY INFORMATION:

Lisa Gault will present a department to the Board.



Agenda Item No. 6.1

BOARD AGENDA ITEM: Sutter County Adult Education - WASC Action Plan

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:      PREPARED BY:

✓ Action Eric Pomeroy

\_\_\_\_ Reports/Presentation SUBMITTED BY:

Information Eric Pomeroy

\_\_\_\_ Public Hearing                      PRESENTING TO BOARD:

\_\_\_\_ Other (specify) \_\_\_\_\_ Eric Pomeroy

BACKGROUND AND SUMMARY INFORMATION:

# Approval of Sutter County Adult Education Action Plan

## Chapter IV: School Wide Action Plan

**Action Plan Item A:** Staff will regularly review student data (formative, summative assessments), support services data, follow-up data, and feedback to continuously improve programs and services to adult learners that lead to improved student persistence, outcomes and transitions.

**Growth Area:** SCAE needs to review data from multiple sources to monitor, evaluate and use results to improve outcomes and student transitions.

**Rationale:** SCAE staff and administrators are not regularly reviewing data and using it for larger purposes. Data is not frequently shared inter-departmentally and there are few consistent goals and benchmarks established collaboratively. Also, SCAE is not looking at data trends; we are not using both class and individual assessment data to diversify instruction and assessment, targeted towards mastery of standards. Additionally, SCAE is not effectively using follow-up and feedback data from students and stakeholders to continuously improve programs and services. SCAE needs to schedule time for stakeholders to share relevant data during PLC and staff meetings. Due to the limited knowledge of some staff, SCAE will need to schedule time for targeted staff training.

A1. SCAE staff will create consistent goals and benchmarks				
Steps to Address Key Issue	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
<p>A1a. Administration and staff need to update the data PLC committee, to include subcommittees that support both programs and services. All PLC's will establish goals and benchmarks for each area of focus. Goals will be set using SMART goals.</p> <p>Data will be used to monitor the steps and processes to ensure the timely achievement</p>	Administration Teachers and staff	Monthly and Annually	<p>Shared Google Drive to compile information</p> <p>Fiscal Resources</p> <p>Time for meetings</p>	<p>Meeting agendas and minutes</p> <p>Meeting agendas and minutes</p> <p>Draft of goals and benchmarks</p> <p>Create and maintain spreadsheets to consolidate and analyze data for trends</p>

of goals and recalibration of processes and goals if necessary				
<b>A2. SCAE will determine appropriate training and provide time for staff training</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
A2a. SCAE will research appropriate training and update/develop staff PD plans that incorporate data into learning goals. Administration and staff will research appropriate training and develop a schedule that includes training types, and outcomes that includes mechanisms for progress monitoring and completion.	Administration	August 2022	Time to complete trainings Fiscal resources	Staff will earn certificates of completion for trainings Staff and PLC meeting agendas and minutes
<b>A3. SCAE staff will develop tools to collect and assess data</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
A3a. Based on training, staff will utilize and develop existing and new tools/resources to gather appropriate data; CASAS; CAEP; Edgenuity; CANVAS; AZTEC; Burlington; CTE; Student Surveys; Transition Data. Data sets will be constantly maintained and examined.	WASC Leadership Team, WASC Focus Groups	Every month during school year	Designated time during staff or PLC meetings	Tools and resources related to the collection of data  Create and maintain spreadsheets to consolidate and analyze data for trends

<b>A4. Staff will regularly review data and draw conclusions, inform stakeholders and plan for adjustments to the program</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
A4a. Staff will provide administration with relevant data in regularly scheduled sub committee and PLC committee meetings after each block. Data will be reviewed and trends, and assumptions will be developed.	WASC Leadership Team, WASC Focus Groups	After each block or course	Designated time during staff or PLC meetings	Review SCAE data conclusions from each meeting
A4b. SCAE will create and share relevant reports to staff with conclusions and charts. Reports will be developed and shared with stakeholders for feedback. Feedback will be used to determine goal effectiveness and how to move forward, and what resources are needed to improve performance alignment with goals. If goals are recalibrated, new benchmarks will be set.	WASC Leadership Team, Data Analyst	Quarterly during school	CASAS data, teacher collected data, and other WIOA data and resources used	Survey results, data reports, meeting minutes

**Action Plan Item B:** Identify and create Intra/Inter-department professional learning communities (PLC) for all staff and critical partners that will lead to improved staff knowledge, and better alignment/coordination of programs and services, resulting in improved outcomes/transitions.

**Growth Area:** SCAE needs better collaboration within our departments as well as within our community. Shared professional development opportunities with all stakeholders is key to ensuring that staff attain increased knowledge when it comes to systems alignment and our referral system. We need to provide training to ensure all departments and partners understand the referral process and what resources are available to students. An asset/resource map needs to be created and updated monthly.

**Rationale:** Through our WASC review process, we have found that there is a gap in alignment/coordination of programs and services. Not all departments and partners have a clear understanding of what services are provided to our students within the community. Silos and partner duplication exists both internally and externally which causes unnecessary duplication of programs, services, and resources.

<b>B1. Identify all the partners that provide programs, resources and services to adult students</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
B1a. Create a list and identify all programs and services, duplication, and gaps in programs and services	Administration Partners	January 2023	Fiscal resources  Designated meeting time	Meeting agendas CAEP 3-year plan
<b>B2. Align all partner's programs and services to expand access and limit duplication</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
B2a. Review all programs and services and align appropriately to limit duplication of services, and expand opportunities for students	WASC staff and Community Partners	January 2023	Designated meeting time	Meeting agendas

B2b. Create or update an existing asset/resource map and keep regularly updated	WASC staff and Community Partners	February 2023	Designated meeting time	Creation or update of Resource Map
<b>B3. Review all aligned programs and services and utilize data to determine gaps in programs and services for students</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
B3a. Survey students on a regular basis about barriers	Navigator Teachers Staff	On-going/Year long	Time to create surveys Time for navigator to meet with students	Survey results
B3b. Provide time for staff and stakeholders to meet to review results of surveys and relevant data	WASC Leadership Teachers Staff Partners	After each block, and end of semester	Regularly scheduled meetings Fiscal support	Agendas for meetings Minutes of meetings Implementation plan based on results
<b>B4. Implement Professional Development to improve knowledge and support of existing / new programs to improve outcomes and transitions</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>

B4c. Provide shared training and PD to all community partners	Administrators Staff	Year long	Meeting time	Agendas for meetings Minutes of meetings
<b>B5. Implement Professional Development to improve knowledge and support of existing / new programs to improve outcomes and transitions</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
B5a. Develop an updated community asset/resource map that provide students and stakeholders with an inclusive catalog of programs, services, and resources for adult learners	Administrators Staff	Year long	Time to develop update asset/resource map	Create/Updated asset/resource map  School website

**Action Plan Item C:** Based on student need and employer input, expand, develop and implement IET/CTE programs and related services for all student populations that lead to improved enrollment, persistence, completion rates, and transition rates.

### **Growth Area**

We are under-serving all student populations by not creating opportunities for concurrent enrollments. We are also under-serving our largest student population that is expected to grow; ESL. ESL students have limited access to career awareness, counseling, and career related co-enrollments; IET/CTE. To help improve their persistence, completion and transition rates to careers and college, we will create more opportunities for co-enrollments.

### **Rationale**

SCAE has reviewed student and program data including: student barriers, transition rates, completion rates, student surveys, and persistence rates. Based on the data, SCAE has determined that additional IET/CTE programs and related services are needed to better serve all students.

<b>C1.Survey and meet with students, employers and stakeholders to determine student interests and employer needs</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
C1a. Review and analyze student enrollment, persistence, completion, LMI, and transition data	Administrators, teachers and staff	Before the beginning of the school year	Student Enrollment, Completion and Persistence Data  Time during meeting	Reports of data results
C1b. Create a survey to send to students and employers that will provide information regarding need,	Administration, teachers, staff	At the beginning of the school year	Specific survey  Access to TOPS reports (persistence data)	Compile report results after attaining at least 15% response rate



interest, and barriers to employment and transition goals.				
C1c. Collect and analyze results of survey data	Administrators, Teachers, Staff	Before the beginning of the school year	Survey results	Reports of survey results
<b>C2. Based on employer and student input, identify the career pathways, services, outcomes, and employment</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
C2a. Determine which programs and related services to implement based on disaggregation of student and employer survey data	Administration	Before the beginning of the school year	Survey results	Disaggregation of the data; review of programs
<b>C3. Identify and procure the resources needed to develop the programs and services</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
C3a. Schedule meetings with facilities	Admin	On-going	Meeting times	Fiscal and facilities reports; meeting agendas

department, research costs of curriculum and resources and training, examine employer internships, look at staffing and credentials, and make a list				
<b>C4. Provide staff training to develop the career pathways</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
C4a. Provide Professional Development in LMS programs relating to Mastery pathways, Badgr, and Portfolium	Admin, LMS CSM (Customer Success Managers), Teachers, Staff	On-going; quarterly	Meeting times, Computers/ Laptops	Participant feedback, data
<b>C5. Collaborate with students and employers to identify key course outcomes, schedules and timelines</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
C5a. Meet with employer advisory committees to develop course	Staff, Administrators	January 2023	Time for meetings	Develop course certificates

certificates and key outcomes				
C5b. Regularly and consistently reflect on data, feedback from stakeholders to ensure employers' needs and students' interests are being served.	Admin, Community partners, One Stop, Teachers	On-going, end of blocks, end of semester, end of year	Meeting time	Data, Reports of survey results

**Action Plan Item D: Teachers and administrators will participate in subject matter professional development to improve instructional practices that lead to student mastery of course content and improved reading, writing, math and critical thinking skills.**

**Growth Areas:**

SCAE has hired many new teachers and staff. As a result, in-depth PD is needed to provide teachers with the necessary LMS/Online program and related resource knowledge, to support student learning in reading, writing, math and critical thinking skills.

**Rationale:**

SCAE has implemented Aztec, Burlington, Canvas and Edgenuity LMS programs. We haven't had the opportunity to have in-depth PD to understand all the features and resources available to support student learning. One of SCAE's student learning outcomes focuses on improving reading, writing, math, and critical thinking skills to improve student transitions. SCAE has seen improvements in EFL levels for math and ELA this year but would like to ensure students can apply math, reading, writing and critical thinking skills to their career of choice. As previously mentioned SCAE would like to implement project based learning to reinforce the acquisition of critical thinking skills which is included in Edgenuity, but staff have not been trained on how to use it.

<b>D1. Teachers will be trained on utilizing all the relevant tools and resources of LMS Programs</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
D1a. Ensure that all teachers have appropriate access to LMS programs	Administration and staff	June 2022	Fiscal resources Meeting time	All teachers have appropriate login information
D1b. Create a schedule for trainings for curricular integration programs	Admin, LMS CSM (Customer Success Managers), Teachers, Staff	Summer 2023	Meeting time Fiscal resources	Certificates of completion
<b>D2. Teachers will be trained on integrating applied math, reading, writing and critical thinking skills including project based learning in the courses</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
D2a. Teachers will participate in targeted cross-curricular professional development	Admin Teachers	Spring 2023	Meeting time Fiscal resources	Certificates of completion
D2b. Curriculum integration training that	Administration Teachers	Summer 2023	Meeting time Fiscal resources	Certificates of completion

focuses on math, writing, critical thinking skills				
D2c. All teachers share and inform students of course outlines and pathway progression. Teachers and students utilize this when creating each student's Individual Learning Plans (ILPs)	Curriculum and Assessment Focus Group  Teachers	Ongoing, starting Fall 2022	Designated meeting time, PLC time	Student ILPs  Protocol for Student ILPs
<b>D3. Teachers will revise and update their course outlines to reflect training</b>				
<b>Steps to Address Key Issue</b>	<b>Person(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Methods to Assess, Monitor, and Report Progress</b>
D3a. Revision of class outlines based on in-depth training	Administration  Teachers	Spring 2023	Staff or PLC meeting time Fiscal resources	Monthly PLC/ staff meeting agendas and minutes Course outlines
D3b. Develop Student ILP protocol, aligned with program course outlines	Curriculum Assessment Focus Group  Teachers	Summer 2023	PLC time to meet to discuss and steer the work	Monthly check-ins during PLC meetings.

Agenda Item No. 7.0

BOARD AGENDA ITEM: Educator Effectiveness Block Grant

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

       Action

Kristi Johnson and Brian Gault

       Reports/Presentation

SUBMITTED BY:

  X   Information

Brian Gault

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The plan for the SCSOS Educator Effectiveness Block Grant was presented for input at the November 2021 Board meeting and approved at the December 2021 meeting. Since that time, based on additional exploration of services, adjustment to the original plan are recommended.

The plan, with recommended changes, is being presented as an information item.

## Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Brian Gault, Assistant Superintendent Educational Services	<a href="mailto:BrianG@sutter.k12.ca.us">BrianG@sutter.k12.ca.us</a> 530-822-2937

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$644,595	November 10, 2021	December 10, 2021

### [EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
<b>Teacher Induction (TCIP) Facilitators 3x\$5,000 per year 1x\$5,500 per year</b>		<b>\$20,500</b>	<b>\$20,500</b>	<b>\$20,500</b>		<b>\$61,500</b>
<b>Admin Induction (CASC) Facilitator 1x\$5,000 per year</b>		<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>		<b>\$15,000</b>
<b>Reading Instruction Competency Assessment (RICA) and Teacher Performance Assessment (TPA) Facilitator 1x\$1,000 per year</b>		<del><b>\$1,000</b></del> <b>\$1,500</b>	<del><b>\$1,000</b></del> <b>\$1,500</b>	<del><b>\$1,000</b></del> <b>\$1,500</b>		<del><b>\$3,000</b></del> <b>\$4,500</b>
<b>Books (TCIP) 100 candidates x\$35 per year</b>		<b>\$3,500</b>	<b>\$3,500</b>	<b>\$3,500</b>		<b>\$10,500</b>
<b>Books (CASC)</b>		<b>\$1,400</b>	<b>\$1,400</b>	<b>\$1,400</b>		<b>\$4,200</b>



40 candidates x\$35 per year						
<del>2-full time substitute to all for professional learning opportunities for certificated and classified staff during the regular school day</del>		<del>\$42,240</del>	<del>\$42,240</del>	<del>\$42,240</del>		<del>\$126,720</del>
Subtotal		<del>\$73,640</del> \$31,900	<del>\$73,640</del> \$31,900	<del>\$73,640</del> \$31,900		<del>\$220,920</del> \$95,700

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subscription to the Teaching Channel to support Teacher Induction, Admin Induction and County Wide Professional Learning 200 licenses x\$50 per year	<del>\$7,000</del> \$4,999	<del>\$10,000</del> \$9,998	\$10,000	\$3,000		<del>\$30,000</del> \$27,997
Subtotal	<del>\$7,000</del> \$4,999	<del>\$10,000</del> \$9,998	\$10,000	\$3,000		<del>\$30,000</del> \$27,997

**(3) Practices and strategies that reengage pupils and lead to accelerated learning.**

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
						<b>\$0</b>
<b>Subtotal</b>						

**(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.**

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
<b>Subtotal</b>						<b>\$0</b>

**(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics,**

including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal						\$0

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development Coordinator to lead and support training and coaching with SCSOS and Sutter County School District’s special education and general education teachers		\$110,056	\$110,056	\$110,056	\$0 \$126,720	\$330,168 \$456,888
Subtotal		\$110,056	\$110,056	\$110,056	\$0 \$126,720	\$330,168 \$456,888

**(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.**

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
<b>Subtotal</b>						<b>\$0</b>

**(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).**

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
<b>Subtotal</b>						<b>\$0</b>

**(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal						\$0

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal						\$0

### Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		<del>\$73,640</del> \$31,900	<del>\$73,640</del> \$31,900	<del>\$73,640</del> \$31,900		<del>\$220,920</del> \$95,700
Subtotal Section (2)	<del>\$7,000</del> \$4,999	<del>\$10,000</del> \$9,998	\$10,000	\$3,000		<del>\$30,000</del> \$27,997
Subtotal Section (3)						
Subtotal Section (4)						
Subtotal Section (5)						
Subtotal Section (6)		\$110,056	\$110,056	\$110,056	<del>\$0</del> \$126,720	<del>\$330,168</del> \$456,888
Subtotal Section (7)						
Subtotal Section (8)						
Subtotal Section (9)						
Subtotal Section (10)						
Indirect - 10.91%	<del>\$0</del> \$545	<del>\$21,269</del> \$16,578	<del>\$21,269</del> \$16,578	<del>\$21,269</del> \$15,815	<del>\$0</del> \$13,826	<del>\$63,507</del> \$63,342
Totals by year						<del>\$644,595</del> \$643,927

**Total planned expenditures by the LEA:**

~~\$644,595~~

\$643,927

**Note:**

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - o Teachers;
  - o Administrators;
  - o Paraprofessional educators;
  - o Classified staff.

BOARD AGENDA ITEM: Expanded Learning Opportunities Grant

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

☐ Action

☐ Reports/Presentation

☒ Information

☐ Public Hearing

☐ Other (specify)

PREPARED BY:

Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The Expanded Learning Opportunities Grant (ELO-G) plan was adopted by the Board in May of 2021. Over the last year of implementation, several modifications have been recommended. These changes are captured in the revised plan template. The revised SCSOS Expanded Learning Opportunities Grant Plan is being presented for information.



## Expanded Learning Opportunities Grant Plan revised 4/13/22

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools- Feather River Academy	Brian Gault, Assistant Superintendent	<a href="mailto:briang@sutterk12.ca.us">briang@sutterk12.ca.us</a> (530) 822-2947

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Stakeholder input is valued and foundational to the planning process. Parents, teachers and school staff are involved in the planning process and provided input for the Expanded Learning Opportunities (ELO) Plan through a variety of forums. Foundationally, all stakeholders have been actively involved in LCAP development through evaluating outcome data from the 19-20 LCAP and the 20-21 LCP. Groups of stakeholders have been focused on identifying success in those plans that should be reflected in new plans as well as on identifying challenges that should be addressed by discontinuation of unsuccessful actions or reworking of services that were promising. Our stakeholders have also been engaged in a facilitated process to identify barriers for our specific student groups and services targeting the removal of these barriers. Building on the big picture (LCAP) planning, stakeholders have also been specifically involved in the exploration of the seven supplemental instruction and support strategies for this plan.

#### FRA

- The Parent Advisory Committee has been meeting to identify barriers and needs related to academics and social emotional well being.

- ELO Planning has been an agenda item at multiple staff meetings which include both classified and certificated staff.
- Personal contacts are being made with parents and students regarding their interest and availability for summer and after hours services.

#### **CIA**

- Educational Services departments have involved all district Superintendents in planning through weekly zoom check-ins, System of Support Sessions (4) and Curriculum Breakfast/Lunch (2).

#### **SSO**

- Local community partners have been purposely involved in planning during recent Foster Youth Services Executive Council meetings.

#### **SPED**

- Stake holders including parents, staff members, and local agencies were surveyed to gain input on ELO planning and use of funds. All the feedback was taken and applied to planning.

Input from all sources described above were used to craft a plan designed to target and minimize or remove identified barriers, expand current programs identified as successful and support countywide goals and initiatives in coordination with the LCAP planning process and services associated with other federal emergency relief funds.

A description of how students will be identified and the needs of students will be assessed.

#### **FRA**

The academic needs of students are assessed and monitored using a variety of sources. STAR Renaissance is the primary source diagnostic assessment data for ELA and Math used, in the PLC process, to allocate resources (MTSS) and identify areas of focus for schoolwide, small group and individual students. Students are assessed using the STAR in reading and math 3 times per year (August/September, December/January and May/June). This data is also used for individual goal setting which is documented on students' individual learning plan (ILP). Results are also integrated in the Edgenuity where a customized MyPath curriculum is created.

The Edgenuity curriculum also provides continuous, detailed student engagement and performance reports that are used, during the PLC process, to guide daily instruction and to assign supplemental instructional resources.

Social Emotional wellbeing is evaluated through multiple measures but first and foremost through interpersonal interactions between students and staff. Staff are trained to watch for signs for emotional distress and in the multi-tiered supports available to attend to the identified needs. Attendance and engagement records are another source of information that is monitored closely to identify students who are isolating or not engaging. Finally a combination of Kelvin Pulse Surveys, Panorama Surveys and the California Healthy Kids Survey are used to identify patterns and/or individuals in need of some level of services. Service options include schoolwide, small

group and individual social emotional counseling. Partnerships through SSO and New Day Therapy provide more intensive, tier III supports. Students are monitored frequently through monthly Pulse Surveys, bi-annual Panorama Surveys and the California Healthy Kids Survey is administered to all 9th and 11th grade students every other year.

### **SPED**

Special Education students are frequently assessed and monitored using an expanded battery of formal and informal assessment tools. Students are also assessed by the multidisciplinary team at their Triennial to ensure all areas of need are identified. Each student's IEP is set up to ensure academic and social-emotion benefit which is dependent on the students' ability and need. When students are in attendance for in person learning, each Special Education Teacher will work individually with the students to assess levels of current functioning. Health needs including hearing will be more intensely assessed and monitored to ensure we address barriers to instruction. There has been a huge increase in students with Autism and as we have begun returning to in person instruction, the need for student initial assessment has increased.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians of students identified as needing supplemental instruction and support will be notified of the availability of services and programs in writing using the primary language as applicable. Parents will also be personally contacted by phone, including use of the autodialer, information will be sent to the parent's email address, and posted on the website as appropriate.

### **A description of the LEA's plan to provide supplemental instruction and support.**

Sutter County Superintendent of Schools is coordinating a broad spectrum of expanded learning opportunities for districts/schools across Sutter County as well as for students in our county operated programs. All supplemental supports and services are being developed as part of our countywide, multi tiered system of supports. Tiered supports, as they relate to the seven strategies, are identified by each participating program in the descriptions below.

County operated programs such as Feather River Academy and Special Education are working to ensure that all plans for supplemental educational services account for engaging students who may have disengaged during distance and hybrid learning. Planning includes extra efforts to establish or reestablish a positive and responsive school climate. Related actions include additional staffing, professional development for all staff, incentive programs for students and increased efforts to assess and support identified academic and social emotional needs.

#### **Strategy #1 - Extending Instructional Learning Time**

FRA- In order to extend instructional learning time, an expanded and extended summer school will be offered to all students and will include additional Instructional Aide Support as well as field trip exploration opportunities for students. The focus of this time will be on

rigor, relevance and relationships. Students will focus on core skills, credit recovery as well as reconnecting with school through integration of team building activities.

## **Strategy #2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports**

FRA/PCA- Additional staffing will be added to provide targeted and supplemental academic and social emotional support through after hours tutoring, push-in and pull-out academic supports, and goal setting for post-high school success. Additional staff include adding a section of Math as well as Instructional Aides, at both FRA and PCA. [A subscription to Kajeet to ensure Wifi connectivity for students required or electing to work from home will be maintained for the 21/22 school year.](#)

SPED- additional chromebooks and paraprofessional support that will give students access and more individualized instruction to support students close the learning gaps that have been created by the pandemic. The use of both technology and hand over hand instruction will enhance student learning and aid in the advancement of students meeting their individualized goals.

SSO- SCSOS will expand its current tutoring program to target homeless and foster youth to assist in mitigating learning loss. Homeless and Foster Youth throughout the county will be referred to tutoring by school counselors, social workers, or through identification of need during the Child/Family Team (CFT) meetings. Educational case managers will collect necessary data to assess the students' needs and make a determination of tutoring needs. Tutoring will be supported in person when appropriate and under most cases. Tutoring will be expanded beyond current services and include an intensive summer session with integrated SEL supports. In addition to academic tutoring support, SCSOS will contract with S4 Consultants to support student attendance and engagement through development and implementation of an MTSS model which will include an attendance/ engagement incentive program.

CIA - The Professional Development coordinators will provide direct support to teachers, paraprofessionals, and administrators in the areas of addressing learning loss and accelerating learning through intensive modules and ongoing coaching support. Staff have/will engage in the identification of priority content and prerequisite skills, scope and sequence as well designing formative and summative assessments. In order to provide quality professional learning in a virtual environment upgrades to zoom and the use of zoom room allow for the use of more targeted tools and enhancements to sessions.

Throughout the past year, English Learners across the county have suffered significant learning loss. In order to support English learners throughout the county, an intense focus on academic language, the development of English learner support programs and a focus on Integrated and Designated ELD will be supported by a contract with author and EL expert Theresa Hancock. Teachers, paraprofessionals, and administrators will engage in professional learning opportunities and direct coaching. [Reduced by \\$5,000](#)

### **Strategy #3 - Integrated student supports to address other barriers to learning**

~~FRA- An additional attendance support driver/supervisor will be used to address barriers to attendance and engagement in school. Decreases in student attendance have led to significant learning loss. In order to address that learning loss students need to be in school. This additional staff will eliminate one barrier by providing individualized transportation and outreach to identified students. This will also improve school to home connections and improve overall attendance.~~

~~Shady Creek- Partially fund the construction of an outdoor classroom space to minimize the time students are in an enclosed space.~~

SPED- PROACT Training to provide positive behavioral intervention training to staff and to assist in behavioral interventions. Many of our students have intensive behavioral needs and in returning to school in person many students have regressed in this area and by providing extensive training to staff they will have the skills to provide interventions with students. A large barrier that we have in our programs are student behavior and by providing extensive training in this area the hope is to reduce behaviors and as a result increase the ability for students to access their academics.

SSO- In an effort to support the increasing demand for Student and staff Social Emotional Learning and Mental Wellness, SCSOS will extend the temporary counselor contract through June 2022 to assist with the identified needs based on the current MTSS counseling model. Students and staff identified to require more intensive support will be referred by the school counselors to the therapy via a contracted, local licensed provider. Supervised clinicians will facilitate group therapy on topics such as grief and anxiety in addition to providing individual therapy to Tier III students via the Student Care Team model. Additionally, school counselors will be available during summer school to support the SEL needs of the LEAs.

CIA - In order to best support the social emotional needs of staff and students, professional development coordinators will engage districts from across Sutter County in the implementation of the new Health Education Framework which focuses on a comprehensive health education program for students. The emphasis on integrated SEL components within the framework allow teachers to infuse SEL topics across all content areas. In addition, Tina Boogren will be providing all administrators and teacher induction candidates with a session focused on addressing the SEL needs of adults in order to best support students.

SCSOS hosted 6 sessions of the Social Emotional Learning (SEL) Community of Practice in Spring 2021. We anticipate that the demand to continue to support Social Emotional Learning will grow. These SEL CoP will continue to be coordinated and hosted through the 2021-22 school year by two Student and Support Counselors. The CoP will on-board with a larger consortium of neighboring counties to expand our SEL community base.

### **Strategy #4 - Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports**

SSO- Student Support and Outreach will convert current space into a community learning hub to provide academic tutoring support and intervention to priority populations as well as provide individual and group therapy as needed by local contract providers to support the expanding mental health need for our LEAs.

PCA- Additional Chromebooks will ensure that students at Pathways Charter Academy have access to devices when they are on campus for direct support.

**Strategy #6 - Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning**

FRA/PCA- STAR Renaissance Assessments will be used as the primary diagnostic tool in both ELA and Math. STAR Renaissance assessments are integrated into the Edgenuity platform to create a MyPath for both FRA and PCA students and will be utilized by staff in monitoring student progress. STAR Renaissance will be administered multiple times throughout the year to track student progress and provide data in identifying strategic interventions through the assessment results.

SPED- Additional assessments will be provided to assist providers in the diagnostic assessments of students. Due to the pandemic and not being able to fully assess students in person, there has been a lag in assessments. The purchase of the ADOS, DAY-C and CTOP will enable us to assess students appropriately and identify areas of need to provide the correct interventions and special education supports. Our students all have significant disabilities and in person learning is key to their advancement. Moving forward, there will be increased need for assessments to properly identify students and assess current areas of need that exist.

SSO/CIA -Provide a program/data analyst to provide additional support and monitoring for implementation of supplemental programs and services. Support districts as they implement data management systems in order to provide support for students based on data.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$50,106	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	<del>\$355,631</del> \$357,206	
Integrated student supports to address other barriers to learning	<del>\$272,045</del> \$266,730	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$8,344	

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0.00	
Additional academic services for students	<del>\$145,797</del> \$144,352	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0.00	
Total Funds to implement the Strategies	<del>\$831,923</del> \$826,738	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

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



# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGGrants@cde.ca.gov](mailto:ELOGGrants@cde.ca.gov).*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.



- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## **Instructions: Expenditure Plan**

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

**A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

       Action

Nicolaas Hoogeveen

       Reports/Presentation

SUBMITTED BY:

  X   Information

Nicolaas Hoogeveen

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Nicolaas Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for March will be reviewed.

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

**March 2022**

2/1/22-03/15/22

Description	Account Codes	Original Budget	Operating Budget	Actuals to Date	Projected Yr Totals	Difference (Col D - B)	2021-22 % Actuals as a % of Budget
		7/1/21 (A)	1/31/22 (B)	3/15/22 (C)	3/15/22 (D)	(E)	
<b>A. Revenues</b>							
1. Local Control Funding Formula	8010-8099	\$ 10,139,242	\$ 9,672,190	\$ 6,165,766	\$ 9,735,319	63,129	A 63.7%
2. Federal Revenues	8100-8299	\$ 4,935,686	\$ 5,865,242	\$ 1,580,412	\$ 5,865,476	234	B 26.9%
3. Other State Revenues	8300-8599	\$ 10,650,380	\$ 14,208,043	\$ 8,806,413	\$ 14,208,043	-	C 62.0%
4. Other Local Revenues	8600-8799	\$ 12,731,222	\$ 10,532,331	\$ 4,610,353	\$ 10,532,544	213	D 43.8%
<b>5. TOTAL REVENUES</b>		<b>\$ 38,456,530</b>	<b>\$ 40,277,806</b>	<b>\$ 21,162,943</b>	<b>\$ 40,341,382</b>	<b>\$ 63,576</b>	<b>52.5%</b>
<b>B. Expenditures</b>							
1. Certificated Salaries	1000-1999	\$ 9,350,906	\$ 8,849,547	\$ 5,671,231	\$ 8,849,547	-	E 64.1%
2. Classified Salaries	2000-2999	\$ 10,976,797	\$ 10,578,979	\$ 6,439,313	\$ 10,578,979	-	F 60.9%
3. Employee Benefits	3000-3999	\$ 9,058,684	\$ 8,662,456	\$ 4,877,552	\$ 8,662,456	-	G 56.3%
4. Books and Supplies	4000-4999	\$ 1,080,028	\$ 1,926,217	\$ 526,883	\$ 1,935,001	8,784	H 27.4%
5. Services, Other Operation	5000-5999	\$ 5,875,286	\$ 7,226,681	\$ 3,432,122	\$ 7,253,205	26,524	I 47.5%
6. Capital Outlay	6000-6999	\$ 161,504	\$ 826,069	\$ 74,391	\$ 901,069	75,000	J 9.0%
7. Other Outgo	7100-7299	\$ 344,448	\$ 769,384	\$ 224,515	\$ 769,384	-	K 29.2%
8. Direct Support/Indirect	7300-7399	\$ (76,792)	\$ (82,763)	\$ (30,415)	\$ (84,014)	(1,251)	L 36.8%
9. Debt Service	7400-7499	\$ -	\$ -	\$ -	\$ -	-	M 0.0%
<b>10. TOTAL EXPENDITURES</b>		<b>\$ 36,770,861</b>	<b>\$ 38,756,570</b>	<b>\$ 21,215,590</b>	<b>\$ 38,865,627</b>	<b>109,057</b>	<b>54.7%</b>
<b>C. Excess ( Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B10)</b>							
		<b>\$ 1,685,669</b>	<b>\$ 1,521,236</b>	<b>\$ (52,646)</b>	<b>\$ 1,475,755</b>	<b>\$ (45,481)</b>	<b>-3.6%</b>
<b>D. Other Financing Sources/Uses</b>							
1. Transfers In	8910-8979	\$ 185,000	\$ 80,137	\$ -	\$ 155,137	75,000	N 0.0%
2. Transfer Out	7610-7629	\$ 582,723	\$ 3,834,123	\$ 1,000,000	\$ 3,836,310	2,187	O 26.1%
3. Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -	-	P 0.0%
<b>Total, Other Fin Sources/Uses</b>		<b>\$ (397,723)</b>	<b>\$ (3,753,986)</b>	<b>\$ (1,000,000)</b>	<b>\$ (3,681,173)</b>	<b>\$ 72,813</b>	<b>27.2%</b>
<b>E. Net Change to Fund Balance</b>							
		<b>\$ 1,287,946</b>	<b>\$ (2,232,750)</b>	<b>\$ (1,052,646)</b>	<b>\$ (2,205,418)</b>	<b>\$ 27,332</b>	
<b>F. Fund Balance (Fund 01 only)</b>							
1. Beginning Balance		\$ 16,757,177	\$ 17,745,073	\$ 17,745,073	\$ 17,745,073	-	
2. Adjustments/Restatements		\$ -	\$ -	\$ -	\$ -		
<b>Ending Balance</b>		<b>\$ 18,045,123</b>	<b>\$ 15,512,323</b>	<b>\$ 16,692,427</b>	<b>\$ 15,539,655</b>	<b>\$ 27,332</b>	
<b>G. Components of Ending Fund Balance</b>							
Designated Amounts	9711-9730	\$ 10,500	\$ 10,500		\$ 10,500	\$ -	
Legally Restricted	9740-9760	\$ 3,366,422	\$ 3,567,584		\$ 3,562,484	\$ -	
Assigned	9780	\$ 12,800,522	\$ 9,804,704		\$ 9,831,574	\$ -	
Restricted Economic Uncertainty	9789	\$ 1,867,679	\$ 2,129,535		\$ 2,135,097	\$ -	
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -	\$ -	

**Explanation of Differences**  
**Net Change in Current Year Budget January Board Report**  
**02/01/22-03/15/22**

	<u>Amount</u>	<u>Explanation of Differences</u>
<b>A</b> <u>Local Control Funding Formula (8010-8099)</u>		
County Office	\$ 63,129	Updated LCFF and EPA based on P-1 Certification and corrected P-1 taxes
	<u><u>\$ 63,129</u></u>	
<b>B</b> <u>Federal Revenues (8100-8299)</u>		
Various departments	\$ 234	Miscellaneous adjustments
	<u><u>\$ 234</u></u>	
<b>C</b> <u>Other State Revenues (8300-8599)</u>		
	<u><u>\$ -</u></u>	
<b>D</b> <u>Other Local Revenues (8600-8799)</u>		
Various departments	\$ 213	Miscellaneous adjustments
	<u><u>\$ 213</u></u>	
<b>E</b> <u>Certificated Salaries (1000-1999)</u>		
	<u><u>\$ -</u></u>	
<b>F</b> <u>Classified Salaries (2000-2999)</u>		
County Office	\$ -	
	<u><u>\$ -</u></u>	
<b>G</b> <u>Employee Benefits (3000-3999)</u>		
	<u><u>\$ -</u></u>	
<b>H</b> <u>Books and Supplies (4000-4999)</u>		
Special Education	\$ 2,939	Update budget for donation and low incidence supplies
Shady Creek Outdoor School	\$ 2,100	Increase budget for supplies from services
Regional Occupation Program (ROP)	\$ 3,725	Increase budget for textbooks
Various departments	\$ 20	Miscellaneous adjustments
	<u><u>\$ 8,784</u></u>	
<b>I</b> <u>Services, Other Operations (5000-5999)</u>		
County Office	\$ 29,995	Increase to cover fleet catalytic converter theft replacements
Special Education	\$ 2,354	Increase for credential fee
Shady Creek Outdoor School	\$ (2,100)	Move budget to supplies
Regional Occupation Program (ROP)	\$ (3,725)	Move budget to books and supplies for textbooks
	<u><u>\$ 26,524</u></u>	
<b>J</b> <u>Capital Outlay (6000-6999)</u>		
County Office	\$ 54,000	Establish budget for the purchase of new copiers
One Stop	\$ 9,000	Establish budget for the purchase of new copiers
Feather River Academy (FRA)	\$ 12,000	Establish budget for the purchase of new copiers
	<u><u>\$ 75,000</u></u>	
<b>K</b> <u>Other Outgo (7100 - 7299)</u>		
	<u><u>\$ -</u></u>	

**Explanation of Differences**  
**Net Change in Current Year Budget January Board Report**  
**02/01/22-03/15/22**

	<u>Amount</u>	<u>Explanation of Differences</u>
<b>L</b> <a href="#"><u>Direct Support / Indirect (7300-7399)</u></a>		
County Office	\$        (1,275)	<i>Offsetting Fund 11 indirect</i>
Various departments	\$                24	<i>Miscellaneous Adjustments</i>
	<u><u>\$        (1,251)</u></u>	
<b>M</b> <a href="#"><u>Debt Services (7400 - 7499)</u></a>		
	<u><u>\$                -</u></u>	
<b>N</b> <a href="#"><u>Transfers In (8910-8979)</u></a>		
County Office	\$        54,000	<i>Contribution for the purchase of new copiers</i>
One Stop	\$        9,000	<i>Contribution for the purchase of new copiers</i>
Feather River Academy (FRA)	\$        12,000	<i>Contribution for the purchase of new copiers</i>
	<u><u>\$        75,000</u></u>	
<b>O</b> <a href="#"><u>Transfers Out (7610-7629)</u></a>		
County Office	\$        2,187	<i>Transfer out to Fund 64 for fire proof cabinet</i>
	<u><u>\$        2,187</u></u>	
<b>P</b> <a href="#"><u>Contributions (8980-8999)</u></a>		
	<u><u>\$                -</u></u>	
 <b>Net Change in Current Year Budget</b>	 <b><u><u>\$        27,332</u></u></b>	



Agenda Item No. 10.0

BOARD AGENDA ITEM: Approval of Lease Extension with Coscarat Living Trust

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

X Action

Ron Sherrod

       Reports/Presentation

SUBMITTED BY:

       Information

Ron Sherrod

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

Approval of Lease Extension with Coscarat Living Trust that currently accommodates training and meeting space located at:

950 Tharp Road, #1100  
Yuba City, CA 95993

The extension adds a two-year term through March 31, 2024 which converts to a month-to-month lease thereafter.



The following terms and conditions are hereby incorporated in and made a part of the Residential Lease  
☒ other **56 Page Gateway Business Park Lease ratified 04-05-2018. Attached for reference.** ("Lease"),

dated **April 1, 2018**, on property known as **950 Tharp Rd. #1100**  
**Yuba City, CA. 95993** ("Premises"),  
in which **Sutter County Superintendent of Schools** is referred to as ("Tenant")  
and **Coscarat Living Trust** is referred to as ("Landlord").

**Note to Landlord: If the Premises are subject to any rent increase cap under any state or local law, Landlord is strongly advised to seek counsel from a qualified California real estate lawyer, who is familiar with the law where the property is located, prior to using this form to modify any of the existing terms of the Lease.**

The terms of the tenancy are changed as follows. Unless otherwise provided, the change shall take effect on the date the Lease was scheduled to terminate.

1. **EXTENSION OF TERM:** The scheduled termination date is extended to **March 31, 2024** (Date).
2. **Rent shall be \$ See attached addendum - 3-10-2022 per month.**
3. **Security deposit shall be increased by \$ No changes**.
4. ☐ **Rent Cap and Just Cause Addendum (C.A.R. Form RCJC) is attached and incorporated into the Lease.**
5. **ADDITIONAL TERMS: All other terms and conditions to remain the same as indicated in Lease dated 04-01-2018 except as noted in the attached addendum dated 3-10-2022.**

**By signing below, Tenant and Landlord acknowledge that each has read, understands, and received a copy of and agrees to the terms of this Extension of Lease.**

Tenant Sutter County Superintendent of Schools Date \_\_\_\_\_  
Tenant \_\_\_\_\_ Date \_\_\_\_\_  
Landlord Coscarat Living Trust Date \_\_\_\_\_  
Landlord \_\_\_\_\_ Date \_\_\_\_\_

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525 South Virgil Avenue, Los Angeles, California 90020

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_





**ADDENDUM No. 1**  
(C.A.R. Form ADM, Revised 12/21)

The following terms and conditions are hereby incorporated in and made a part of the Purchase Agreement, OR ☐ Residential Lease or Month-to-Month Rental Agreement, ☐ Transfer Disclosure Statement (Note: An amendment to the TDS may give the Buyer a right to rescind), ☒ Other **Gateway Business Park Lease ratified 04-05-2018.**

dated **April 1, 2018**, on property known as **950 Tharp Rd. #1100** ("Property/Premises"),  
in which **Sutter County Superintendent of Schools** is referred to as ("Buyer/Tenant")  
and **Coscarat Living Trust** is referred to as ("Seller/Landlord").

Buyer/Tenant and Seller/Landlord are referred to as the "Parties."

**1. Current monthly rent (\$8,336.00) to remain the same through March 31st, 2023.**

**2. Rent to be increased to a monthly amount of \$8,620.00 an approximate increase of 3.4% Starting April 1st, 2023 through March 31st, 2024.**

**3. Tenant/Lessee - (Sutter County Superintendent of schools) has the right to continue to lease the subject property at the same monthly rent of \$8,620.00 for up to an additional 12 months after March 31st, 2024. Tenant/Lessee may terminate this extension period by furnishing at least a 90-day written notice of its intention to vacate.**

The foregoing terms and conditions are hereby agreed to, and the undersigned acknowledge receipt of a copy of this Addendum.

Buyer/Tenant \_\_\_\_\_ Date \_\_\_\_\_

**Sutter County Superintendent of Schools**

Buyer/Tenant \_\_\_\_\_ Date \_\_\_\_\_

Seller/Landlord \_\_\_\_\_ Date \_\_\_\_\_

**Coscarat Living Trust**

Seller/Landlord \_\_\_\_\_ Date \_\_\_\_\_

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ADM REVISED 12/21 (PAGE 1 OF 1)

**ADDENDUM (ADM PAGE 1 OF 1)**

Agenda Item No. 11.0

BOARD AGENDA ITEM: Quarterly Facilities Projects Update

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

       Action

James Peters

       Reports/Presentation

SUBMITTED BY:

X Information

James Peters

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

James Peters

BACKGROUND AND SUMMARY INFORMATION: Quarterly facilities projects update

## Site Profile Worksheet – update summary April 2022

### Facilities

Harter Building preliminary design completed. RFQ for design-builder in development. The building funding process and timeline will drive the RFQ schedule.

The new room scheduler infrastructure is in place, The software is in testing between IT and FMOF. Aiming for a July 1 launch.

Site camera design and cost engineering complete. Cost escalation has increased the estimated project budget by \$30,000.00. Expecting to build in the summer of 2022.

### Klamath

John Burger Heating & Air will be performing HVAC equipment assessments and recommendations this spring. Expected completion within this fiscal year.

### FRA

We finally have materials on order, after several attempts at selections that were later discontinued by the manufacturer. Flooring installation for FRA ISP, Admin, and Boyd Hall is scheduled for June of 2022.

We are in the application process to tap into AB841 resources to assess the HVAC equipment at FRA with Alco Building Solution (ABS). Expected completion within this fiscal year.

Boyd Hall asphalt slurry and stripe is pushed back to summer due to contractor availability.

### CTC

Preliminary assessments of the building for Cosmetology are complete. Current timelines are driven by Medical Assisting class schedules and accreditation. The project is expected to continue into the FY22-23.

### Shady Creek

HVAC retrofit and addition feasibility study to be conducted by ABS. Expected completion this fiscal year.

**Site Profile Worksheet - Current Projects**  
**Fiscal Year 21-22**

<b>Facilities</b>	<b>Estimate</b>	<b>Status</b>
	<b>\$264,450.00</b>	
Facilities Master Plan	\$28,750.00	Completed Nov. 2021
Harter Bldg Preliminary Design & RFQ	\$80,000.00	Prelim Design Complete
Room scheduler software & infrastructure	\$5,200.00	In process-testing
Site cameras @ Klamath & FRA	\$150,000.00	Bidding
Door access control update	\$500.00	Completed August 2021

<b>Klamath</b>	<b>\$182,100.00</b>	
HVAC redesign and replacement	\$180,000.00	In process
Annual painting +/-1400 sq. ft.	\$2,100.00	50% complete
Floor finish replacement +/- 1400 sq. ft.	\$0.00	Deferred for 21-22 FY

<b>1 Stop Gateway</b>	<b>\$5,000.00</b>	
Marquee sign replacement	\$5,000.00	Initiating

<b>FRA</b>	<b>\$264,200.00</b>	
Common area floor replacement	\$90,000.00	Cyber café complete
HVAC assessment and replacement	\$60,000.00	In process
Boyd Hall asphalt slurry & stripe	\$12,000.00	Summer 2022
Annual painting +/-1800 sq. ft.	\$2,700.00	Complete Feb 2022

<b>Adult Ed</b>	<b>\$45,500.00</b>	
Site lighting improvement in parking areas	\$1,500.00	Complete
Energy efficiency measures	\$44,000.00	In assessment

<b>CTC</b>	<b>\$8,500.00</b>	
Bldg occupancy retrofit	\$8,500.00	Complete Sept. 2021
New bldg signage		Aligned to Cosmo construction
Cosmetology school design and construction		Push to FY22-23

<b>Fleet</b>	<b>\$70,000.00</b>	
Procuring ADA van for the SELPA	\$70,000.00	Complete March 2022

<b>Shady Creek</b>	<b>\$187,000.00</b>	
Site road repair and slurry	\$33,000.00	Complete August 2021
HVAC assessment and design	\$154,000.00	In process

<b>Total</b>	<b>\$972,750.00</b>	
--------------	---------------------	--

BOARD AGENDA ITEM: The SCSOS A-G Completion Improvement Plan

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

       Action

Brian Gault, John Kovach, Kristi  
Johnson

  x   Reports/Presentation

       Information

SUBMITTED BY:

       Public Hearing

Brian Gault

       Other (specify)

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The purpose of the A-G Improvement Grant is to increase the number of California high school pupils who graduate with A-G eligibility. Funds are available for expenditure or encumbrance through the 2025–26 fiscal year. Each grant recipient was required submit their A-G Plan to CDE by April 1, 2022. A-G Completion Improvement Plans, once developed, will need to be discussed and approved at two separate Board meetings.

The SCSOS A-G Completion Improvement Plan is being presented for discussion and input. A final version will be presented for approval at the May Board Meeting.

## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Sutter County Superintendent of Schools	\$ 150,000 \$75,000 - Learning Loss Mitigation \$75,000 - Access
Contact Person Name and Title	Contact Person Email
Brian Gault- Assistant Superintendent, Educational Services	BrianG@sutter.k12.ca.us

### LEA Description

SCSOS operates moderate/severe SDC classes and Feather River Academy, a County Community School. In consultation with Special Education staff, it was determined that A-G completion and access is not a pathway that students in our programs pursue. While one of the main goals at Feather River Academy is to support students' behavioral growth, A-G completion and access to courses is not traditionally a pathway explored by students. However, in looking at the opportunities these funds could support, staff identified a desire to develop pathways to support students who enroll having already initiated this pathway at a previous school. In order to do this, 2021-22 and 2022-23 will be used to explore resources and develop a more comprehensive plan.

### Plan Descriptions

Describe how the funds will support pupils in danger of not achieving a “C” or better in A-G courses.

Currently, Feather River Academy does not have any students enrolled in A-G certified courses. However, the vision for the future is to offer some A-G courses and support students through increased school day, extended school day and tutoring opportunities. Quarterly Individual Learning Plan (ILP) progress monitoring is a standard practice for all students. Students enrolled in A-G courses would participate in monthly check-ins with counselors where additional supports would be identified.



Describe how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

A-G is not currently addressed as a goal or action in any current plans. While counseling and tutoring services are included in the LCAP, both refer to supporting students' behavioral needs, while new funding will be more academically focused.

Describe how the funds will support pupils, including tutoring programs, to improve the LEA's A-G completion rate.

Staff will be exploring how increased academic counseling supporting a refined intake and Individual Learning Plan process could be used to promote and support A-G enrollment and completion. While quarterly progress monitoring is a standard practice, students enrolled in A-G courses will participate in monthly check-ins with counselors. In addition, while the Edgenuity curriculum will not be used as a core program in 22-23, we will explore keeping Edgenuity for the A-G courses in the event a student qualifies for that pathway. AVID will also be explored as an opportunity to build skills necessary to be successful in A-G courses. FRA teachers would require professional development related to teaching A-G approved courses and the implementation of AVID. Tutoring services and/or extended school day would be offered to students enrolled in A-G courses.

Agenda Item No. 13.0

BOARD AGENDA ITEM: The Pathways Charter Academy A-G Completion Improvement Plan

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, John Kovach, Kristi Johnson

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The purpose of the A-G Improvement Grant is to increase the number of California high school pupils who graduate with A-G eligibility. Funds are available for expenditure or encumbrance through the 2025–26 fiscal year. Each grant recipient was required submit their A-G Plan to CDE by April 1, 2022. A-G Completion Improvement Plans, once developed, will need to be discussed and approved at two separate Board meetings.

The Pathways Charter Academy A-G Completion Improvement Plan is being presented for discussion and input. A final version will be presented for approval at the May Board Meeting.

## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Pathways Charter Academy	\$ 150,000 \$75,000 - Learning Loss Mitigation \$75,000 - Access
Contact Person Name and Title	Contact Person Email
Brian Gault- Assistant Superintendent, Educational Services	BrianG@sutter.k12.ca.us

### LEA Description

Pathways Charter Academy (PCA) is a non-classroom based County Community School. PCA serves students who are not typically successful in a traditional school environment. Oftentimes students are not focused on A-G related goals. Therefore PCA has focused primarily to support students' social emotional and behavioral growth. However, in looking at the opportunities these funds could support, staff identified a desire to develop pathways to support students who enroll having already initiated this pathway at a previous school. In order to do this, 2021-22 and 2022-23 will be used to explore resources and develop a more comprehensive plan.

### Plan Descriptions

Describe how the funds will support pupils in danger of not achieving a “C” or better in A-G courses.

Currently, PCA does not have any students enrolled in A-G certified courses. However, the vision for the future is to offer and support the enrollment in A-G courses through increased school day, extended school day and tutoring opportunities. Quarterly Individual Learning Plan (ILP) progress monitoring is a standard practice for all students. Students enrolled in A-G courses would participate in monthly check-ins with counselors where additional supports would be identified.

Describe how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

A-G is not currently addressed as a goal or action in any current plans. While counseling and tutoring services are included in the LCAP, both refer to supporting students' behavioral needs, while new funding will be more academically focused.

Describe how the funds will support pupils, including tutoring programs, to improve the LEA's A-G completion rate.

Staff will be exploring how increased academic counseling supporting a refined intake and Individual Learning Plan process could be used to promote and support A-G enrollment and completion. While quarterly progress monitoring is a standard practice, students enrolled in A-G courses will participate in monthly check-ins with counselors. Since the Edgenuity curriculum is used as a core program, the ability to provide access to A-G courses is available. AVID will also be explored as an opportunity to build skills necessary to be successful in A-G courses. PCA teachers would require professional development related to teaching A-G approved courses and implementation of AVID. Tutoring services and/or extended school day would be offered to students enrolled in A-G courses.

Agenda Item No. 14.0

BOARD AGENDA ITEM: Second Reading and Board Approval of Revisions to Board Bylaws

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

✓ Action

Maggie Nicoletti

       Reports/Presentation

SUBMITTED BY:

       Information

Maggie Nicoletti

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Maggie Nicoletti

BACKGROUND AND SUMMARY INFORMATION:

The following Board Bylaws, with revisions, are presented to the Board for a second reading and Board approval:

- Board Bylaw 9220 – Governing Board Elections
- Board Bylaw 9270 – Conflict of Interest

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***Series 9000 – Board Bylaws***

**Governing Board Elections**

The County Board of Education shall consist of five members whose terms shall be staggered so that, as nearly as practicable, one half of the members shall be elected at each regular County Board Election. (Education Code 1000, 1007)

Election procedures shall be followed in accordance with state and federal law.

Any person is eligible to be a member of the Governing Board, without further qualifications, if he/she is 18 years of age or older, a citizen of California, a resident of Sutter County, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A Sutter County Superintendent of School (SCSOS) employee elected to the Board shall resign his/her employment before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

(cf. 9224 - Oath of Affirmation)  
(cf. 9270 - Conflict of Interest)

The term of office for members elected in regular elections shall be four years, commencing on the ~~last Friday in November~~ **second Friday in December** following their election. (Education Code 1007, 5017)

A member whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified by taking the oath of office. (Government Code 1302, 1360)

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election. Board election procedures shall be conducted in accordance with state and federal law.

(cf. 9110 - Terms of Office)

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**Electing Board Members**

(Election by Trustee Area)

The county is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the county's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)

To ensure ongoing compliance with the California and federal Voting Rights Acts, the Board may review the county's Board election method to determine whether any modification is necessary due to changes in the county's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

If the Board determines that a change is necessary, it shall adopt a resolution at an open meeting specifying the change(s) and shall, in accordance with Education Code 5019 or other applicable provisions of law, obtain approval from the county committee on school district organization having jurisdiction over the county.

(cf. 9320 - Meetings and Notices)

**Campaign Conduct**

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and the Sutter County Office of Education, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 9005 - Governance Standards)

**Statement of Qualifications**

The County Board shall assume no part of the cost of printing, handling, translating, or

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mailing of candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the county may require candidates to pay their estimated pro rata share of these costs to the county in advance pursuant to Elections Code 13307.

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

On the 125th day prior to the day fixed for the general county election, the Ex-Officio or his/her designee shall deliver a notice, bearing the Ex-Officio's signature to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the county to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the county or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

(cf. 9223 - Filling Vacancies)

Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

### **Tie Votes in Board Member Elections**

~~Before each election, the Board shall establish whether a potential tie is to be resolved by lot or with a runoff election. (Education Code 5016)~~

~~After an election for which the Board has decided to resolve a tie by lot, Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the County Board, the County Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the County Board. The Board At that time, the County Board shall determine the winner by lot. (Education Code 5016)~~

~~After an election for which the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code~~



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***Series 9000 – Board Bylaws***

~~5016)~~

Legal Reference:

EDUCATION CODE

1000 Composition, and trustee area, county board of education

1006 Qualifications for holding office, county board of education

5000-5033 Elections

5220-5231 Elections

5300-5304 General provisions (conduct of elections)

5320-5329 Order and call of elections

5340-5345 Consolidation of elections

5360-5363 Election notice

5380 Compensation (of election officer)

5390 Qualifications of voters

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions

7054 Use of district property

35107 Eligibility; school district employees

35177 Campaign expenditures or contributions

35239 Compensation of governing board member of districts with less than 70 ADA

ELECTIONS CODE

20 Public office eligibility

1302 Local elections, school district election

2201 Grounds for cancellation

4000-4004 Elections conducted wholly by mail

10400-10418 Consolidation of elections

10509 Notice of election by secretary

10600-10604 School district elections

13307 Candidate's statement

13309 Candidate's statement, indigence

14025-14032 California Voting Rights Act

20440 Code of Fair Campaign Practices

GOVERNMENT CODE

1021 Conviction of crime

1097 Illegal participation in public contract

12940 Nondiscrimination, Fair Employment and Housing Act

81000-91014 Political Reform Act

PENAL CODE

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68 Bribes

74 Acceptance of gratuity

424 Embezzlement and falsification of accounts by public officers

661 Removal for neglect or violation of official duty

**CALIFORNIA CONSTITUTION**

Article 2, Section 2 Voters, qualifications

Article 7, Section 7 Conflicting offices

Article 7, Section 8 Disqualification from office

**UNITED STATES CODE, TITLE 42**

1973-1973aa-6 Voting Rights Act

**COURT DECISIONS**

Rey v. Madera Unified School District, (2012) 138 Cal. Rptr. 3d 192

Randall v. Sorrell, (2006) 126 S.Ct. 2479

Sanchez v. City of Modesto, (2006) 51 Cal.Rptr.3d 821

Dusch v. Davis, (1967) 387 U.S. 112

**ATTORNEY GENERAL OPINIONS**

85 Ops.Cal.Atty.Gen. 49 (2002)

83 Ops.Cal.Atty.Gen. 181 (2000)

81 Ops.Cal.Atty.Gen. 98 (1998)

69 Ops.Cal.Atty.Gen. 290 (1986)

**Management Resources:**

**WEB SITES**

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

California Secretary of State's Office: <http://www.ss.ca.gov>

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

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

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**Conflict of Interest**

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

(cf. 9005 - Governance Standards)

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

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

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

(cf. 9320 - Meetings and Notices)

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

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

**Conflict of Interest under the Political Reform Act**

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

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

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

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

**Additional Requirements for Boards that Manage Public Investments**

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

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

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

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

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

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

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

(cf. 3430 - Investing)

**Conflict of Interest under Government Code 1090**

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

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

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

**Common Law Doctrine Against Conflict of Interest**

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

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personal interest may conflict with his/her official duties.

**Rule of Necessity or Legally Required Participation**

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

**Incompatible Offices and Activities**

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

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

**Gifts**

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

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

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

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

**Honoraria**

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

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

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

Legal Reference:

EDUCATION CODE

1006 Qualifications for holding office

35107 School district employees

35230-35240 Corrupt practices, especially:

35233 Prohibitions applicable to members of governing boards

41000-41003 Moneys received by school districts

FAMILY CODE

297.5 Rights, protections, and benefits of registered domestic partners

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

81000-91014 Political Reform Act of 1974, especially:

82011 Code reviewing body

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

91000-91014 Enforcement

PENAL CODE

85-88 Bribes

CODE OF REGULATIONS, TITLE 2

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

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

COURT DECISIONS

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

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

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

ATTORNEY GENERAL OPINIONS

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

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

Management Resources:

CSBA PUBLICATIONS

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

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

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

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

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

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

WEB SITES

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

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

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



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**Attachment A  
Designated Positions**

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

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

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

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**Attachment B  
Disclosure Categories**

**Category 1**

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

(Government Code § 82035)

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

(Government Code § 87206(f))

**Category 2**

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

**Category 3**

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

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

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

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

(b) “Income” also does not include:

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

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

(3) Any devise or inheritance.

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

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

(6) Redemption of a mutual fund.

(7) Alimony or child support payments.

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

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

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

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

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

**Category 4**

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

Agenda Item No. 15.0

BOARD AGENDA ITEM: Sutter County Board of Education Strategic Plan and Goals

BOARD MEETING DATE: April 13, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

✓ Action

Maggie Nicoletti

       Reports/Presentation

SUBMITTED BY:

       Information

Tom Reusser

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The Sutter County Board of Education Strategic Plan and Goals was revised by the Board in October 2019. This item is to determine if the Board wishes to have a Study Session to discuss revisions to the Sutter County Board of Education Strategic Plan and Goals.

# Sutter County Board of Education

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## Mission

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The mission of the Sutter County Board of Education is to do what is best for our students.

## Vision

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The Sutter County Board of Education, as a premier board, provides a unified voice for students, staff, and community through the following:

- Support for county office programs and districts to ensure excellence in education;
- A system of checks and balances for budget;
- Local Control and Accountability Plan (LCAP);
- Adoption of courses of study;
- Collaboration with the superintendent and engagement of the community to promote the mission and vision of the county office; and
- A plan for providing safe state-of-the-art facilities.

## Collective Commitments

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The Sutter County Board of Education commits to:

- Act collectively and openly as a cohesive board;
- Be guided by community interest;
- Be informed by recommendations of the superintendent and professional staff;
- Advocate for students, staff and community;
- Be knowledgeable about California Constitution;
- Ensure fiscal stability;
- Fulfill legal mandates; and
- Be visible in the community.

## Goals

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The Sutter County Board of Education has adopted the following goals aligned with our vision and mission:

- Remain current regarding knowledge of budget and programs through board training sessions and annual reports from county office departments and programs;
- Gain a deeper understanding of the LCAP and its implications for all students;
- Be visible in the community by providing student scholarships, attending programs, school events, and district board meetings;
- Promote the Sutter County Superintendent of Schools' mission and vision;
- Collaborate with the County Superintendent and approve a facilities plan by Spring of 2020; and
- Develop and update board bylaws.