

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, June 22, 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.

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
Trustee Area 1 - Vacant

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 Sutter One Stop Department Update

Rinky Basi, One Stop Director, will give a department presentation

6.0 2022-2023 SCSOS Annual Plan for Support – Brian Gault

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

7.0 Pathways Charter Academy 2021/2022 Local Indicators

Brian Gault **[Action Item]**

The Pathways Charter Academy requires an annual review of the local indicators for priorities 1, 2, 3, 6 and 7. The local indicators have been completed and are presented for Board approval.

- 8.0 Feather River Academy 2021/2022 Local Indicators
Brian Gault **[Action Item]**

The Sutter County Superintendent of Schools Dashboard requires an annual review of the local indicators for priorities 1, 2, 3, 6, 7, 9 and 10. The local indicators have been completed and are presented for Board approval.

- 9.0 Adoption of Sutter County Superintendent of Schools' 2022-2023 Local Control and Accountability Plan (LCAP)
Brian Gault - **[Action Item]**

The proposed 2022-2023 Local Control and Accountability Plan (LCAP) for Sutter County Superintendent of Schools is being presented for adoption.

- 10.0 Adoption of the Pathways Charter Academy 2022-2023 Local Control and Accountability Plan (LCAP)
Brian Gault - **[Action Item]**

The proposed 2022-2023 Local Control and Accountability Plan (LCAP) for Pathways Charter Academy is being presented for adoption.

- 11.0 Adoption of the 2022-2023 Sutter County Superintendent of Schools' Budget – Nic Hoogeveen **[Action Item]**

The proposed 2022-2023 Sutter County Superintendent of Schools' Budget is being presented for adoption.

- 12.0 Business Services Report
12.1 Investment Statement – April 2022 – Ron Sherrod

- 13.0 Adoption of Resolution No. 21-22-XIII Specifications of the Election Order – Superintendent Reusser **[Action Item]**

Education Code section 5000 et seq. requires all Governing Board elections to be consolidated and all Governing Boards adopt a resolution specifying the date of the election and the purpose of the election.

- 14.0 The following Board Bylaw is presented for a second reading and Board approval. Maggie Nicoletti **[Action Item]**

Board Bylaw 9320, Meeting Notices

- 15.0 Appoint Governing Board Representative to Serve on the Board of Directors for AeroSTEM Academy
Superintendent Reusser **[Action Item]**

Pursuant to AeroSTEM bylaws, the governing board of the county shall be entitled to a single representative on the Board, with the right to attend and participate in meetings of the full Board.

- 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.

BOARD AGENDA ITEM: Sutter One Stop Department Update

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR: PREPARED BY:

Action	Rinky Basi
1. Identify the Problem: The company is experiencing a decline in sales and market share.	1. Identify the Problem: The company is experiencing a decline in sales and market share.
2. Analyze the Problem: Conduct a SWOT analysis to understand internal strengths and weaknesses, and external opportunities and threats.	2. Analyze the Problem: Conduct a SWOT analysis to understand internal strengths and weaknesses, and external opportunities and threats.
3. Develop a Solution: Create a strategic plan that addresses the identified issues and sets clear goals and objectives.	3. Develop a Solution: Create a strategic plan that addresses the identified issues and sets clear goals and objectives.
4. Implement the Solution: Execute the strategic plan by allocating resources, assigning responsibilities, and monitoring progress.	4. Implement the Solution: Execute the strategic plan by allocating resources, assigning responsibilities, and monitoring progress.
5. Evaluate the Results: Measure the impact of the implemented solution and compare it against the initial goals and objectives.	5. Evaluate the Results: Measure the impact of the implemented solution and compare it against the initial goals and objectives.

____ Reports/Presentation SUBMITTED BY:

✓ Information Rinky Basi

____ Public Hearing PRESENTING TO BOARD:

_____ Other (specify) _____ Rinky Basi

BACKGROUND AND SUMMARY INFORMATION:

Rinky Basi, One Stop Director, will present a department overview to the Board.

BOARD AGENDA ITEM: 2022-23 SCSOS Annual Plan for Support

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

Kristi Johnson

☐ Reports/Presentation

SUBMITTED BY:

☒ Information

Brian Gault

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Kristi Johnson

BACKGROUND AND SUMMARY INFORMATION:

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

- (A) A description of how the county superintendent of schools will support the continuous improvement of all school districts within the county, including steps that the county superintendent of schools plans to take to collaborate with the California Collaborative for Educational Excellence, the department, the lead agencies specified in Sections 52073 and 52073.1, and other county superintendents of schools to support school districts and schools within the county in implementing this article.
- (B) A description of how the county superintendent of schools will assist each school district identified for technical assistance pursuant to subdivision (c) of Section 52071 in improving pupil outcomes, including, at a minimum, clearly identifying the activities being performed by the county office of education and the source of funding for those activities. This description shall include the actions the school district will take independent of the county superintendent of schools to improve pupil outcomes pursuant to paragraph (3) of subdivision (c) of Section 52071. Commencing with the 2019–20 fiscal year and in each fiscal year thereafter, the county superintendent of schools shall submit the summary described in this subdivision with its local control and accountability plan pursuant to subdivision (a) of Section 52070.5.



Annual Plan for Support 2022 - 2023

Summary

As we transition back to full-time, in-person instruction after nearly one and a half years of a pandemic, support for districts will pivot as necessary to meet the short and long term needs of Local Education Agencies (LEAs) within Sutter County. Sutter County Superintendent of Schools will provide supports for all LEAs within Sutter County in the following areas:

Accountability

- Provide LCAP guides, resources, professional development and technical assistance.
- Provide LCAP feedback and support through the approval process.
- Provide training and support for the LCAP Template.
- Provide support and advisement related to state and federal program requirements.
- Provide Williams monitoring and support.
- Provide State and Federal plan guides, resources, professional development, and technical assistance.

Professional Development, Services and Supports

- Provide curriculum framework and adoption toolkit training.
- Provide targeted professional learning opportunities to address identified LEA needs.
- Facilitate Homeless/Foster Youth Services Network and provide support.
- Provide mental health support professional learning including suicide prevention training.
- Embed continuous improvement process and activities into countywide learning networks.
- Facilitate Social Emotional Learning (SEL) Community of Practice
- Provide ongoing technical assistance through the Health Education Framework (HEF) Community of Practice
- Facilitate Professional Learning Community (PLC) for small district Principal/Superintendents
- Provide professional learning on Addressing Learning Loss and Accelerating Learning as a result of COVID-19 school closures

The Sutter County Superintendent of Schools will support districts identified for technical assistance by:

- Implementing a cross-departmental differentiated assistance team (SELPA, Curriculum, Instruction, and Accountability (CIA) and Student Support and Outreach (SSO).
- Providing continuous improvement process coaching and facilitation.
- Facilitating local state and data analysis.
- Facilitating LEA Self-Assessment.
- Facilitating root cause analysis for 1-2 focus areas.
- Facilitating development of change ideas and identifying evidenced- based practices and intent.
- Supporting implementation of change ideas with content specific coaching support.
- Supporting integration of differentiated assistance process with LCAP Goals and Measures of Progress and any other state level plans.
- Supporting strategic planning and scaling of efforts.
- Providing an action plan and summary report.
- Providing progress monitoring and follow up support.
- Building district capacity for continuous improvement through ongoing coaching and professional development.

Sutter County Superintendent of Schools will support all districts and schools within Sutter County by:

Level 1 Support for All LEAs and Schools Resources, tools and voluntary assistance that all LEAs can use to improve student performance and narrow gaps in performance among student groups across the LCFF priorities		
Professional Development by SCSOS <ul style="list-style-type: none"> Standards implementation Address Learning Loss/Accelerate Learning Lesson design/planning (UDL) Demo lessons/co-teaching Academic Conferences Data Analysis Teacher observation and feedback cycles PLC support/facilitation Cross grade articulation Framework Rollouts/Study Curriculum review Adoption/pilot support Technology integration 	System of Support <ul style="list-style-type: none"> Statewide updates <ul style="list-style-type: none"> LCAP Dashboard ESSA State/federal Updates Dashboard Support <ul style="list-style-type: none"> Primary analysis of data Countywide data analysis 	Contracted Services <ul style="list-style-type: none"> 14 days with Thersa Hancock to support LEAs with the mitigation of learning loss and acceleration of academic language through <i>High 5 for All</i>
Facilitated Cadre Support <ul style="list-style-type: none"> English learners ELA/ELD, Math, Science, HSS Health Education Framework Rollout and Implementation TK Implementation 	Administrative Instructional Leadership <ul style="list-style-type: none"> Curriculum Breakfast Small district PLC Personalized administrative support 	Stipends and Reimbursements for Professional Learning Opportunities <ul style="list-style-type: none"> SCSOS Sponsored District identified opportunities aligned to LEA plans
Virtual Learning Support <ul style="list-style-type: none"> Google Classroom Implementation Tech Tools Zoom/Google Meets 	Coordination of County Wide Professional Development Opportunities <ul style="list-style-type: none"> Contracting with outside national speakers Coordination of services and resources 	Grant Support <ul style="list-style-type: none"> Identification of qualifying grants

The Sutter County Superintendent of Schools will support districts identified for technical assistance by:

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

The following plan to support districts in implementing LCAPs adheres to the provisions/requirements of [Ed Code 52066](#).

Goal One: Approve all LCAPs.

Component	Objective	Metric	Action
LCAP Support <i>Completing the review of LCAPs submitted by school districts</i> [Ed Code 52070]	Provide all LEAs with technical support and feedback on initial drafts prior to their LCAP Public Hearing.	<ol style="list-style-type: none"> 1. All LEAs attend technical assistance meetings. 2. LCAPs pre-approved prior to Public Hearing are subject to final fiscal approval with the Adopted Budget. 	<ol style="list-style-type: none"> A. Provide Systems of Support and drop-in technical assistance sessions for district leaders to attend for instruction and questions regarding LCAP development. B. Review LCAP drafts and provide feedback between March - June 2023.
	Provide ongoing informational updates and training to superintendents and other school/district leaders related to LCAP, State Priorities, and student groups.	<ol style="list-style-type: none"> 1. Survey LEA leaders to measure the level of effectiveness of support and information. 	<ol style="list-style-type: none"> A. Agendize LCAP items/updates for Superintendent Meetings, Systems of Support, and Curriculum Breakfasts B. Provide professional learning opportunities focused on State and Local Indicators, LCAP template changes, and LCAP template components (i.e. Supplement to Annual, etc.).
	Complete review and approval of all LCAPs.	<ol style="list-style-type: none"> 1. All LCAPs approved and uploaded to the county webpage by September 15. 	<ol style="list-style-type: none"> A. Review Board Approved LCAPs in June, July and August, and work with LEA leaders to ensure that all LCAPs are approvable by the County Superintendent.

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

Component	Objective	Metric	Action
Technical Assistance <i>Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.</i> 1. When the County Superintendent does not approve a LCAP. 2. When a district requests support; and/or when a district fails to improve student achievement across more than one state priority for one or more student groups.	Support districts with initial data analysis and identification of strengths and weaknesses.	1. Review of the Greatest Progress, Greatest Needs, and Performance Gaps sections of the LCAP. 2. District progress on the CA Dashboard.	A. Work with district leaders to review the current year State data to determine Greatest Progress, Greatest Needs, and Performance Gaps. B. Senior Director of Educational Services and CIA Data Analyst will compile and analyze district Dashboard data. C. Provide targeted professional development on Analysis.
	Support districts with systems analysis and identification of systems level strengths and weaknesses.	1. Review of local data. 2. LEA Self-Assessment results.	A. Work with district leaders to review and analyze local data. B. Provide district leaders with support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses.
	Support districts with identifying a problem of practice and completing a root cause analysis.	1. Completion of root cause analysis tools. 2. Alignment of LCAP goals to root cause analysis. 3. Completion of the identification of a problem of practice.	A. Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.). B. Introduce the Continuous Improvement Cycle to districts to determine root causes. C. Work with district leaders to draft LCAP goals that align to root causes.
	Support districts with a synthesis of	1. Alignment of LCAP actions and services to	A. Work with district leaders to identify aim statements, and primary and secondary drivers to address

	findings and action planning.	<p>identified problem of practice.</p> <p>2. Alignment of Demonstration of Increased or Improved Services for Unduplicated Pupils to identified problem of practice.</p> <p>3. Surveys from differentiated assistance districts measuring their satisfaction and the effectiveness of the process.</p>	<p>identified root causes.</p> <p>B. Provide district leaders with tools to identify change ideas, evidenced-based practices and inventory, and create Actions and Services in their LCAP to address root causes.</p> <p>C. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.</p> <p>D. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.</p> <p>E. Survey and meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.</p>
--	-------------------------------	--	--

Goal Three: Provide support to all districts in implementing their LCAP.

Component	Objective	Metric	Action
<p>Other Support</p> <p><i>Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.</i></p>	Refine and align professional development offerings to LEA needs around academic, behavioral and social emotional student outcomes.	<p>1. Attendance at professional development</p> <p>2. Evaluations/ surveys will be provided following each professional development National Speaker series.</p>	<p>A. The Curriculum, Instruction, and Accountability Department will host National Speakers related to academic outcomes as determined by district leaders.</p> <p>B. Curriculum, Instruction, and Accountability, Student Support and Outreach, and SELPA/SPED staff collaborate to provide integrated professional development opportunities.</p>

	Provide opportunities for school and district leaders to network and learn together.	<ol style="list-style-type: none"> 1. Attendance at Superintendent Meetings 2. Attendance at Curriculum Breakfasts 3. Attendance at Superintendent PLC Meetings 	<ol style="list-style-type: none"> A. Provide monthly opportunities for District Leaders to come together for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other. B. Agendize Curriculum Breakfast agendas to include time for district leaders to share best practices and program implementation C. Facilitate monthly Superintendent's PLC Meetings D. Provide professional development on/and spotlight continuous improvement strategies
	Assist districts in implementing and monitoring impact of actions identified in LCAP.	<ol style="list-style-type: none"> 1. Review of District Annual Updates 2. District progress on local metrics. 	<ol style="list-style-type: none"> A. The Senior Director of Educational Services LCAP Review Team will review district Annual Updates. B. The Senior Director of Educational Services will be in contact with districts throughout each month as the key contact for this work, asking for ongoing input. C. Review district progress on the state data.
	Assist districts in aligning the LCAP with COVID and ESSA required plans.	<ol style="list-style-type: none"> 1. Review of LCAP Goals and actions. 2. Review of ESSA-required plans. 	<ol style="list-style-type: none"> A. The Senior Director of Educational Services Review Team and LCAP will review LCAP Goals and Actions and ESSA-required plans.

Collaboration

The Sutter County Superintendent of Schools will collaborate with the CCEE, the California Department of Education (CDE) other county superintendents (CCSESA), and Geographic Lead Agencies Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

Actions	CCEE	CDE	CCSESA	Geo Leads
Sutter County Superintendent of Schools participates in quarterly CCSESA CISC meetings.	X	X	X	
The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction, and Accountability attend bi-monthly Curriculum and Instruction Steering Committee (CISC) meetings.	X	X	X	X
The Senior Director of Curriculum, Instruction, and Accountability attends State and Federal Program Meetings.		X		
The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction attends quarterly Statewide System of Support Meetings				X
The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction participate in monthly Geographic Lead Meetings				X
The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction serve on the CCFAC Executive Advisory Committee and participate in the Equity, English learner, Data, Improvement/Implementation Science, Accelerating Learning, and Small COE huddles				X

Differentiated Assistance Budget - COE

2022/23 Allocation	\$500,000
Carry Over for Sustainability	\$1,372,134
Differentiated Assistance & LCAP Support Plan	2022-2023 Estimated Costs
Indirect (10.78%) on 22/23 allocation	\$48,655
Certificated Staff - salaries and benefits <ul style="list-style-type: none"> • Assistant Superintendent of Ed Services (28% of salary) • Senior Director of Curriculum, Instruction, and Accountability (83.5% of salary) • Professional development Coordinator I (70% of salary) • Professional Development Coordinator II (57% of salary) • Program Analyst (23% of salary) 	\$322,368
Classified Staff - salaries and benefits <ul style="list-style-type: none"> • Administrative Assistant (10% of salary) 	\$2,906
Direct Services to Districts <ul style="list-style-type: none"> • Level I Supports- \$116,071 <ul style="list-style-type: none"> ◦ Multi-Year System to Address Learning Loss (\$36,799) ◦ Funding for Professional Development/Conferences - site specific (\$20,000) ◦ Probation for attendance and outreach- \$57,749 • Level II Supports - as needed for DA Plan Implementation - \$10,000 	\$126,071
Total Estimated Cost	\$500,000

Agenda Item No. 7.0

BOARD AGENDA ITEM: Pathways Charter 2021/2022 Local Indicators

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 x Action

John Kovach and Kristi Johnson

 Reports/Presentation

SUBMITTED BY:

 Information

Brian Gault

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

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

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

The Pathways Charter Academy requires an annual review of the local indicators for priorities 1, 2, 3, 6 and 7. The local Indictors have been completed and are present for Board approval.

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

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

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

Implementation of State Academic Standards

LCFF Priority 2

Option 2: Reflection Tool

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

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

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

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

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

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

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

Parent Engagement
LCFF Priority 3
Self-Reflection Tool

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Indicator Item	Rating				
Section 1: Building Relationships Between School Staff and Families	1	2	3	4	5
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			x		
Rate the LEA's progress in creating welcoming environments for all families in the community.			x		
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			x		
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			x		
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.					
<p>School staff communicate through a variety of means to foster and maintain relationships that are beneficial to the students. It has been reported by educational partners that having multiple methods of communication opportunities has helped in relaying information to families.</p> <p>These methods include:</p> <ul style="list-style-type: none"> ● fliers ● mailers ● mass phone calls ● individual phone calls ● invitations to participate in Parent Advisory Meetings ● Email ● text messages ● home visits 					
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.					
Success varies from family to family for a variety of reasons. Transportation is a barrier in getting families to school events and					

parent meetings. Some parents have reported not feeling like they have enough opportunities to participate so an area of focus will be to help remove transportation as a barrier. More opportunities for participation will be created through virtual methods such as Zoom meetings to see if this will help increase parent involvement.

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

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

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

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

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

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

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

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

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

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

We will address the concerns by identifying the challenges, providing more opportunities for family engagement, identify and create policy and make it consistent, and build the capacity of both staff and families to engage in meaningful relationships that

will help influence					
Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			x		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			x		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			x		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			x		
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.					
The level of engagement strategies that are being implemented at PCA are many. Parents celebrate the relationships that are built at school and the attempts to engage with families through the many means of communication, such as the home visits, and transportation provided for students.					
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.					
Through data gathered from administering the educational partner surveys, there seems to be a disconnect with ensuring that all voices are being heard and served at the same level. The main area of focus is to work diligently to bring more parents into the stakeholder engagement opportunities that are being offered, and to offer more opportunities in which families can participate and provide input in the decision making process.					
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.					
<p>PCA will look to engage in training to align practices with a practice of appreciation and respect that recognizes the spectrum of diversity we are now seeing on campus. Goals would include but are not limited to:</p> <ul style="list-style-type: none"> • Develop ethical and effective techniques for supporting and engaging with the full spectrum of educational partners. • Explore what underrepresentation is and learn how to recognize it and how to ensure all voices are heard. • Know how to translate these new learning into consistent practice. 					

School Climate
LCFF Priority 6
Student Survey

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

Indicator Item
<p>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</p> <p>There were 13 students enrolled at PCA at the time the Panorama Survey was rostered. Only 4 completed the Panorama Survey. Data from the 4 respondents shows:</p> <p>90% Positive Relationships with a Caring Adult 80% School Connectedness 68% School Safety</p> <p>Our takeaway from this data is that roughly 70% of the PCA students were not engaged enough to participate in the school climate survey. Plans to address this include administering the survey during weekly in-person appointments and sharing the results of the surveys with students and parents. It is reassuring to see that the 30% of students that engaged indicated positive relationships and strong school connectedness.</p> <p>Other measures of school climate are reflected in the SEL Competency Survey administered to PCA students in the Spring. 80% of students who responded to the survey identified as having strong emotional regulation skills. 92% of the students indicated they possess Grit (determination). 90% indicated a growth mindset and 100% indicated strong self efficacy skills. Similar to the reflections on the general school climate survey PCA staff are disappointed that 70% of the students opted out of participation but are encouraged by the positive responses that show focused work on SEL competencies is being effective.</p>
<p>2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?</p> <p>Strengths:</p> <p>Strengths identified through the Panorama surveys indicate that there are strong caring adult relationships and high expectations from adults in school. Students are growing in the area of social and emotional learning. This is attributed to the increased level of SEL support provided through the Student Support and Outreach. Another area of strength is a sense of belonging. This has increased as indicated by the Panorama survey.</p> <p>Areas of Growth:</p> <p>Clarification is required to determine if School Safety is a concern at this time with PCA. We learned that in the wake of the Pandemic the Safety questions may need to be modified to be able to delineate the difference between physical safety and health safety. Since PCA operates on an independent study model, it is assumed that the 68% of students who feel safe is lower than preferred due to health concerns as opposed to physical and emotional safety while at school.</p> <p>Barriers and challenges:</p> <p>Barriers and challenges identified include a high transiency rate. When the Fall Panorama survey was administered,</p>

there were 8 students enrolled in PCA. For the spring 2022 administration of the Panorama survey, there were 13 students but only 4 students participated in the survey in Spring 2022 for PCA. Many students only attend for the term of their expulsion which is the semester of the infraction and the next. Others choose to remain enrolled and graduate from PCA. This creates a need to disaggregate student survey data by length of enrollment.

Another challenge at PCA is an issue with attendance. Overall attendance has decreased in the 21-22 school year, and there has also been an increase in chronic absenteeism. This increase is proving to have an effect on accessing all school resources such as class instruction, counseling support for academics and SEL, and building healthy relationships with staff. For many PCA students, who suffer from anxiety, stress or other mental health issues, missing the SEL support can be a challenge.

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

PCA contracted with Placer County Office of Education to provide consultation and guidance for implementation of Positive Behavior Interventions and Supports (PBIS). In 2021/22 staff worked to implement PBIS Tier I and to begin the transition to Tier II. The work on PBIS will continue in 2022/23 with Tier II work to begin in the fall semester, led with support from SCSOS and SSO with a newly hired MTSS coordinator to provide training and support. Students who had achieved adequate attendance, engagement and work completion were also students who successfully accessed the positive behavior interventions and supports.

Counseling services and PCA intake procedures will continue to be modified to become more effective and efficient when welcoming new students to PCA. By lengthening the orientation process and slowing down, it is hoped that students and their parents will become more connected at a faster rate and have a clear understanding of their own personal goals while attending. More consistent monitoring of ILPs will also be included in the modifications made to related actions.

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

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

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

Indicator Item
<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>
<p>Upon enrollment, and each quarter thereafter, students complete an individualized learning plan (ILP). This plan is designed to support the students' course enrollment to ensure they are accessing the courses that best support their ability to earn a high school diploma and/or meet the conditions of their expulsion. Aeries is used to track data for course enrollment, grades earned and credits. Edgenuity is also a tool used to track course access and enrollment in a broad course of study. For Priority 7 we disaggregate the data by grades 1-6 (2 students) and grades 7-12 (20 students).</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p>
<p>Data is gathered from multiple resources to provide feedback on how students are accessing a broad course of study at PCA. By using Edgenuity course data and reports, Aeries course enrollments, CTE and PE participation, data is gathered to identify the number of students who are sufficiently accessing a broad course of study. This will be based on grade spans, unduplicated groups and individuals with exceptional needs.</p> <p>All students have access to on-campus CTE and PE courses. Students also have access to all Edgenuity courses at Pathways Charter Academy. Staff is very proactive to ensure that students have access to, and are aware of course options and requirements. Staff do attempt to enroll them in all of the courses they need to meet the requirements for graduation or readmittance to their district of residence. Foreign language is available but not typically accessed by students at PCA. Additionally, visual and performing art is available on campus on a limited basis. Physical education is typically limited to off-campus activity logs, but students are invited to participate in PE class on campus.</p> <p>PCA is developing clear procedures in course enrollments, and improving practices to address student participation in the on-campus CTE and PE course, as well as on-line foreign language requirements and health. As staff participates in professional development to learn to utilize Edgenuity at a more efficient level, student access and course enrollments in these courses will increase. There are plans to address enrollments through a modified enrollment and ILP development/monitoring process that involves more frequent check-ins with Counselors.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>
<p>The majority of students enrolled in PCA come to us academically deficient. Because of their lack of success in the traditional school setting they commonly perform well below grade level in reading and math upon enrollment. High school students are also regularly credit deficient. Based on these factors, resources are targeted toward addressing</p>

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

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

A continued focus on providing flexibility and course options for students. Classroom teachers were trained in the new Health Education Framework and those staff members are committed to using that resource to supplement the current curriculum available through Edgenuity and to improve the comprehensive Health Education for all students.

Currently students receive PE credits through submission of an outside activity log, or they may sign up for weight training on campus. FRA currently has one period of weight training available for students that PCA students have access to. The goal is to provide Physical Education to all students who choose to enroll within the regular school day.

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

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

Agenda Item No. 8.0

BOARD AGENDA ITEM: Feather River Academy 2021/2022 Local Indicators

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 x Action

John Kovach and Kristi Johnson

 Reports/Presentation

SUBMITTED BY:

 Information

Brian Gault

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

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

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

The Sutter County Superintendent of Schools Dashboard requires an annual review of the local indicators for State Priorities 1, 2, 3, 6, 7, 9 and 10. The local Indictors have been updated and are presented for Board approval.

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

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

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

Implementation of State Academic Standards

LCFF Priority 2

Option 2: Reflection Tool

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

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

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

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

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

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

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

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

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

Success varies from family to family for a variety of reasons. Transportation is a barrier in getting families to school events and parent meetings. Some parents have reported not feeling like they have enough opportunities to participate so an area of focus will be to help remove transportation as a barrier. More opportunities for participation will be created through virtual methods such as Zoom meetings to see if this will help increase parent involvement. Additionally, it has been shared that a feeling of cultural understanding and equity is a concern for families. Equity and cultural sensitivity will be an area of focus.

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

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

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

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

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

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

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

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

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

We will address the concerns by identifying the challenges, providing more opportunities for family engagement, identify and create policy and make it consistent, and build the capacity of both staff and families to engage in meaningful relationships that

will help influence					
Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		x			
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			x		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		x			
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		x			
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.					
The level of engagement strategies that are being implemented at FRA are many. Parents celebrate the relationships that are built at school and the attempts to engage with families through the many means of communication, such as the home visits, and transportation provided for students					
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.					
Through data gathered from administering the educational partner surveys, there seems to be a disconnect with ensuring that all voices are being heard and served at the same level. The main area of focus is to work diligently to bring more parents into the stakeholder engagement opportunities that are being offered, and to offer more opportunities in which families can participate and provide input in the decision making process.					
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.					
<p>FRA will look to engage in training to align practices with a practice of appreciation and respect that recognizes the spectrum of diversity we are now seeing on campus. Goals would include but are not limited to:</p> <ul style="list-style-type: none"> • Develop ethical and effective techniques for supporting and engaging with the full spectrum of educational partners. • Explore what underrepresentation is and learn how to recognize it and how to ensure all voices are heard. • Know how to translate these new learning into consistent practice. 					

School Climate
LCFF Priority 6
Student Survey

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

Indicator Item
<p>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</p> <p>During the 21/22 school year a Panorama Survey was created and used to monitor perceptions of school safety and connectedness. Since the CHKS is administered on an every other year schedule the Panorama survey was aligned to the CHKS in order to collect similar data. The Panorama survey was administered two times during the 21/22 school year.</p> <p>Overall, the percent of students responding favorably related to CORE SEL Competencies and well-being measures increased in all areas assessed: for self-management (an increase of 17% from fall survey), growth mindset (increased 18% from the fall survey), grit (4% increase from fall), social awareness (a 10% increase from fall), self-efficacy (an increase of 20% from fall), and in emotion regulation (an increase of 6% from fall).</p> <p>Student Sense of Belonging increased by 2% from the fall to spring. There is still concern over student responses indicating that students struggle with feeling heard as a valued member of the school, feeling important to others in the school, and how some students do not feel like they matter to others. .</p> <p>Of a larger concern is student perception in the area of Teacher-Student Relationships. Overall there was a decline in the percentage of students who feel there are positive teacher to student relationships. This declined from 49% favorable to 47% favorable.</p> <p>Finally, in the area of School Safety from the student response, there was a large drop of 15% of students feeling safe at school. 52% of students worry about the possibility of physical violence on campus. This is an area of concern.</p>
<p>2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?</p> <p>Strengths:</p> <p>Strengths identified through the Panorama surveys indicate that there are strong caring adult relationships and high expectations from adults in school. Students are growing in the area of social and emotional learning. This is attributed to the increased level of SEL support provided through the Student Support and Outreach. Another area of strength is a sense of belonging. This has increased as indicated by the Panorama survey.</p> <p>Areas of Growth:</p> <p>Students survey responses indicate that they do not feel that they have meaningful participation at school. Students are also indicating a decrease in connectedness to their teachers and school staff. While staff and parents indicate a positive connection to students, student perceptions did not match.</p> <p>Barriers and challenges:</p> <p>Barriers and challenges identified include a high transiency rate. When the fall Panorama survey was administered,</p>

there were 28 students enrolled in FRA. For the spring, 2022 administration of the Panorama survey, there were 41 students. It is believed that a challenge is that the new students have not had time to connect to school staff for as long as the students who were attending in the fall. Many students only attend the term of their expulsion which is the semester of the infraction and the next. This short duration of enrollment makes it difficult to involve a high percentage of the student in the decision making process.

Another challenge at FRA is an issue with attendance. While overall attendance has increased in the 21-22 school year, there has also been an increase in chronic absenteeism. This increase is showing to have an effect on accessing all school resources such as class instruction, counseling supports for academics and SEL, and building relationships with staff.

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

FRA contracted with Placer County Office of Education to provide consultation and guidance for implementation of Positive Behavior Interventions and Supports (PBIS). In 2021/22 staff worked to implement PBIS Tier I and to begin the transition to Tier II. The work on PBIS will continue in 2022/23 with Tier II work to begin in the fall semester, led with support from SCSOS and SSO with a newly hired MTSS coordinator to provide training and support.

Counseling services and FRA intake procedures will continue to be honed to become more effective and efficient when welcoming new students to FRA. By lengthening the orientation process and slowing down, it is hoped that students will become more connected at a faster rate and have a clear understanding of their own personal goals while attending.

Data from the Panorama continue to show that students do not feel that they have meaningful participation in school policy and rule making. Staff will continue to plan and implement increased student leadership opportunities for the 2022/232 school year in order to address this concern. The student leadership team led by one of the staff members, will continue to promote positive student participation in the 22/23 school year.

To address the issue of a student perception that indicates a concern over school safety, FRA staff and educational partners will meet to identify areas of need such as the possible addition of a campus supervisor. This will be a restorative type position, not a campus security guard. The campus supervisor will be tasked with assisting with students who leave class frequently, assist with student behavior concerns, help teach appropriate responses to high pressure situations, and to support students and staff.

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

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

Indicator Item
<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>
<p>Upon enrollment, and each quarter thereafter, students complete an individualized learning plan. This plan is designed to support the students' course enrollment to ensure they are accessing the courses that best support their ability to earn a high school diploma and/or meet the conditions of their expulsion. Aeries is used to track data for course enrollment, grades earned and credits. Using a combination of data gathered from Edgenuity course data and reports, Aeries course enrollments, and CTE and PE participation, efforts will be increased to ensure all students have access and are enrolled in a broad course of study. This will be based on grade spans, unduplicated groups and individuals with exceptional needs.</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p>
<p>All students have access to all courses at Feather River Academy with no restrictions. Staff is very proactive to ensure that students have access and are enrolled in the courses they need to earn credits for graduation or readmittance to their district of residence.</p> <p>Currently Health is offered but not aligned with the newly provided framework. Staff is actively working to develop a more comprehensive Health course. Foreign language is available but not typically accessed, visual and performing art is available but only accessed by students on a voluntary basis. Physical education is currently limited to off-campus activity logs. Staff recognizes the need to ensure that students not only have access to, but are enrolled in these courses.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>
<p>The largest barriers involve the small staff size, high student transiency rates and very diverse needs of the students. Due to the small enrollment master scheduling restrictions related to the number of credentialed teachers, courses are frequently taught in classrooms that address multiple grade spans as opposed to single subject, single grade level courses</p>
<p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?</p>
<p>A continued focus on providing flexibility and options for students. There were two staff members trained in the new Health Education Framework and those staff members are committed to using that resource to supplement the current curriculum available through Edgenuity and to improve the comprehensive Health Education for all students.</p>

Currently students receive PE credits through submission of an outside activity log, or they may sign up for weight training. FRA currently has one period of weight training available for students. The goal is to provide Physical Education to all students within the regular school day.

Professional development will continue in Edgenuity to improve instruction and ensure that school staff will support students in access and enrollment in a broad course of study leading to graduation and/or return to the home district.

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

Agenda Item No. 9.0

BOARD AGENDA ITEM: Adoption of the SCSOS 2022-23 Local Control and Accountability Plan

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson, John Kovach

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Kristi Johnson

BACKGROUND AND SUMMARY INFORMATION:

The proposed 2022-2023 Local Control and Accountability Plan (LCAP) including; Annual Update, Expenditure Tables and Budget Overview for Parents is being presented for adoption.

The SCSOS LCAP document was included in the June 15, 2022, Sutter County Board of Education Board packet and is posted on the Sutter County Superintendent of Schools' website.

Agenda Item No. 10.0

BOARD AGENDA ITEM: Adoption of the Pathways Charter Academy (PCA) 2022-23 Local Control and Accountability Plan

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson, John Kovach

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Kristi Johnson

BACKGROUND AND SUMMARY INFORMATION:

The proposed 2022-23 Local Control and Accountability Plan (LCAP) including; Annual Update, Expenditure Tables and Budget Overview for Parents is being presented for adoption.

The PCA LCAP document was included in the June 15, 2022, Sutter County Board of Education Board packet and is posted on the Sutter County Superintendent of Schools' website.

Agenda Item No. 11.0

BOARD AGENDA ITEM: Adoption of Sutter County Superintendent of Schools'
2022-2023 Budget

BOARD MEETING DATE: June 22, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

✓ Action

Nic Hoogeveen

 Reports/Presentation

SUBMITTED BY:

 Information

Nic Hoogeveen

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The 2022-2023 Superintendent of Schools' Budget will be presented for adoption.

The 2022-2023 Budget was included in the June 15, 2022, Sutter County Board of Education Board packet and is on the Sutter County Superintendent of Schools' website.

Agenda Item No. 12.1

BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 Action

Ron Sherrod

 Reports/Presentation

SUBMITTED BY:

X Information

Ron Sherrod

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The Investment Statement as of April 30, 2022 from the County Treasurer will be presented.

Christina N. Hernandez



Acting Treasurer-Tax Collector

May 13, 2022

To: Sutter County Board of Supervisors

Re: Sutter County Investment Portfolio Report for April 30, 2022

Following is the Sutter County Investment Portfolio report as of April 30, 2022. The schedule includes all short-term, mid-term and long-term investments held at the conclusion of business on the final day of the month. The Sutter County Treasurer and Tax Collector is given authority over the pooled investment portfolio through Board delegation pursuant to Government Code §27000.1. Investment activities of the pooled treasury are governed by Government Code §53601 as incorporated in the Sutter County Investment Policy. Investment of the county's, school districts' and special district's surplus funds start with the objective of safety of the principle to minimize possibility losses. Following safety is the liquidity objective to provide coverage of day to day operations and to meet contingency as they arise. The final objective is earning a reasonable return or yield on the funds invested. The Sutter County Investment Policy may be found on the Treasurer's webpage at: https://www.suttercounty.org/assets/pdf/ttc/Investment_Policy_2022.pdf

As Treasurer and Tax Collector, I certify that this document reflects the government agencies' pooled investments and that all investments are in compliance with the County of Sutter Investment Policy.

The combined cash and investments in the county treasury total \$390,365,371 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$373,338,662 with \$83,358,471 under the management of the Local Agency Investment Fund and California Asset Management Program. The Bank of New York, which provides third-party safekeeping services to Sutter County, provides market value data. The dollar-weighted average maturity of invested funds is 1,164 days.

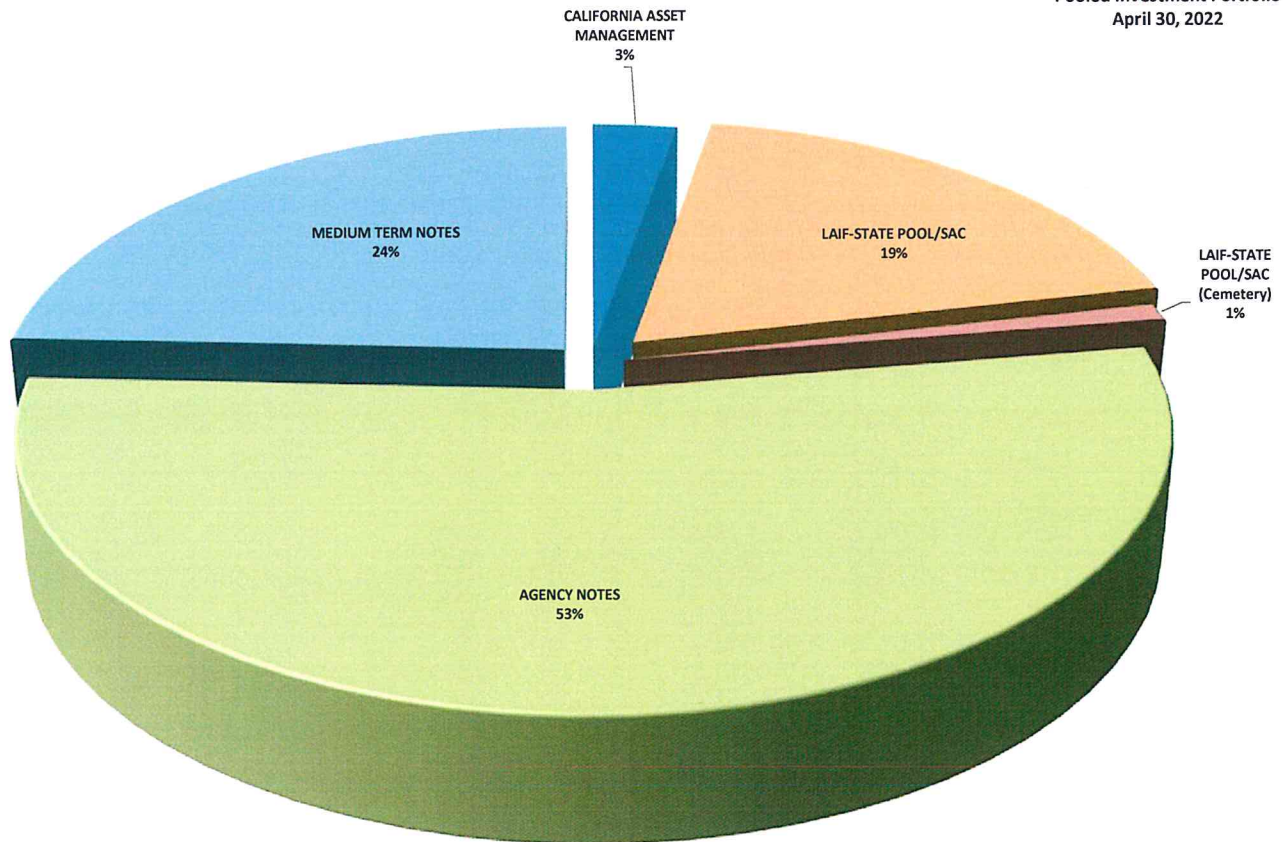
Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular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

Respectfully submitted,

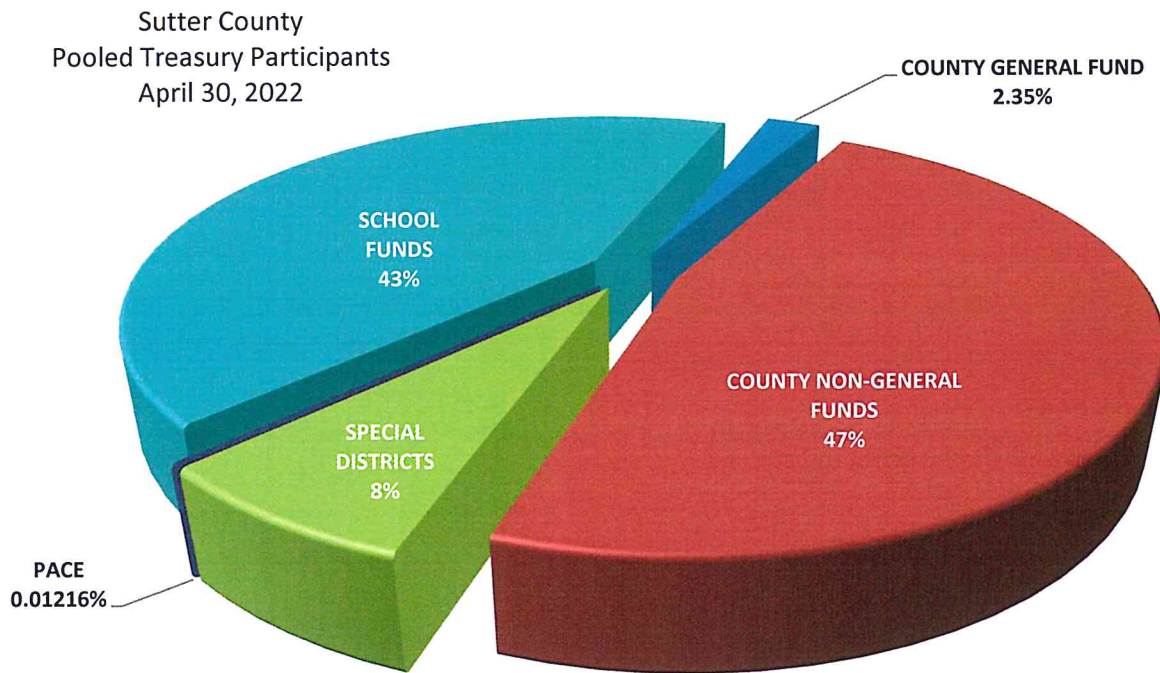
A handwritten signature in blue ink, appearing to be "CH", followed by a long, sweeping horizontal line.

Christina N. Hernandez
Acting Treasurer-Tax Collector

Sutter County
Pooled Investment Portfolio
April 30, 2022



	<u>BOOK VALUE</u>	<u>PERCENTAGE OF MANAGED PORTFOLIO</u>	<u>INVESTED % OF POOLED PORTFOLIO</u>	<u>AVERAGE DAYS TO MATURITY</u>	<u>AVERAGE YIELD</u>
CAMP	\$10,410,347.04	2.79%	2.82%	1	0.50%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	69,404,089.96	18.59%	18.77%	1	0.44%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,544,033.78	0.95%	-	1	0.44%
MEDIUM TERM NOTES	93,116,720.21	24.94%	25.18%	867	1.59%
AGENCY NOTES	<u>196,863,471.21</u>	<u>52.73%</u>	<u>53.24%</u>	<u>1,134</u>	<u>3.03%</u>
TOTAL MANAGED INVESTMENTS	\$373,338,662.20	100.00%		<u>1,164</u>	<u>2.15%</u>
LESS: LAIF FUNDS NOT POOLED	<u>3,544,033.78</u>	<u>0.95%</u>			
TOTAL POOLED INVESTMENTS	<u>\$369,794,628.42</u>	<u>99.05%</u>	<u>100.00%</u>	<u>1,163</u>	<u>2.17%</u>



The Pooled Treasury is comprised of 352 separate funds representing the County's General Fund, County Non-General funds, special districts, school districts and funds collected and held for the various PACE programs that are authorized by the City of Yuba City.

At the close of business April 30, 2022 pool participants' cash and investment balances consisted of the following:

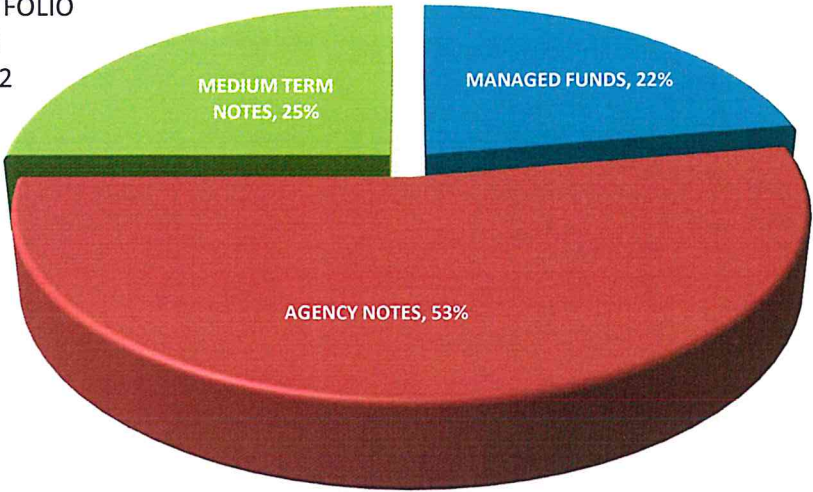
COUNTY GENERAL FUND	2.35%
COUNTY NON-GENERAL FUNDS	47.21%
SPECIAL DISTRICTS	7.41%
SCHOOL FUNDS	43.01%

The pooled portfolio is comprised of three major classes of assets. At April 30, 2022 agency notes made up 53%, medium term notes represented 25% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 22%.

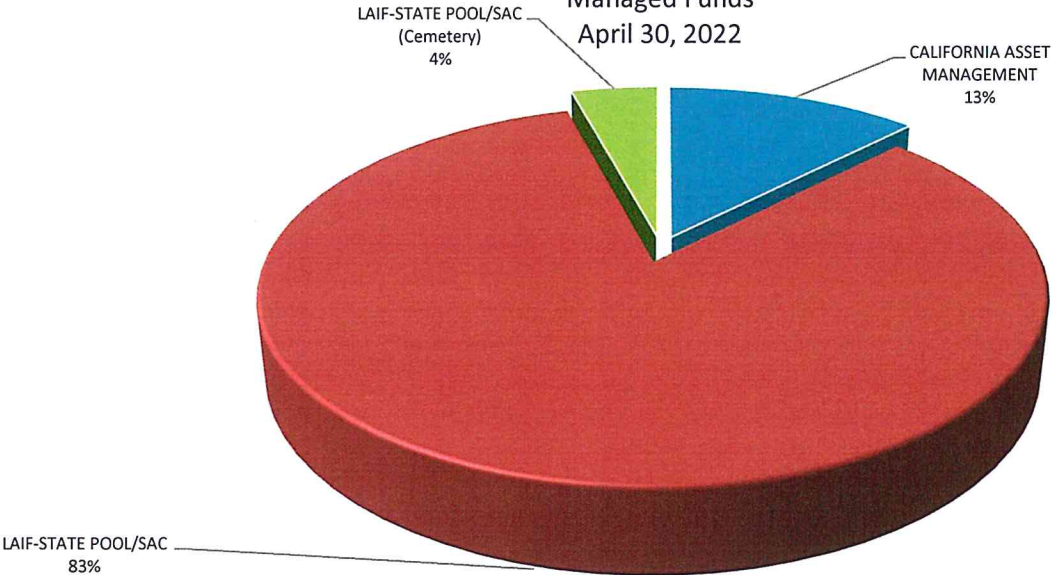
All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)

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

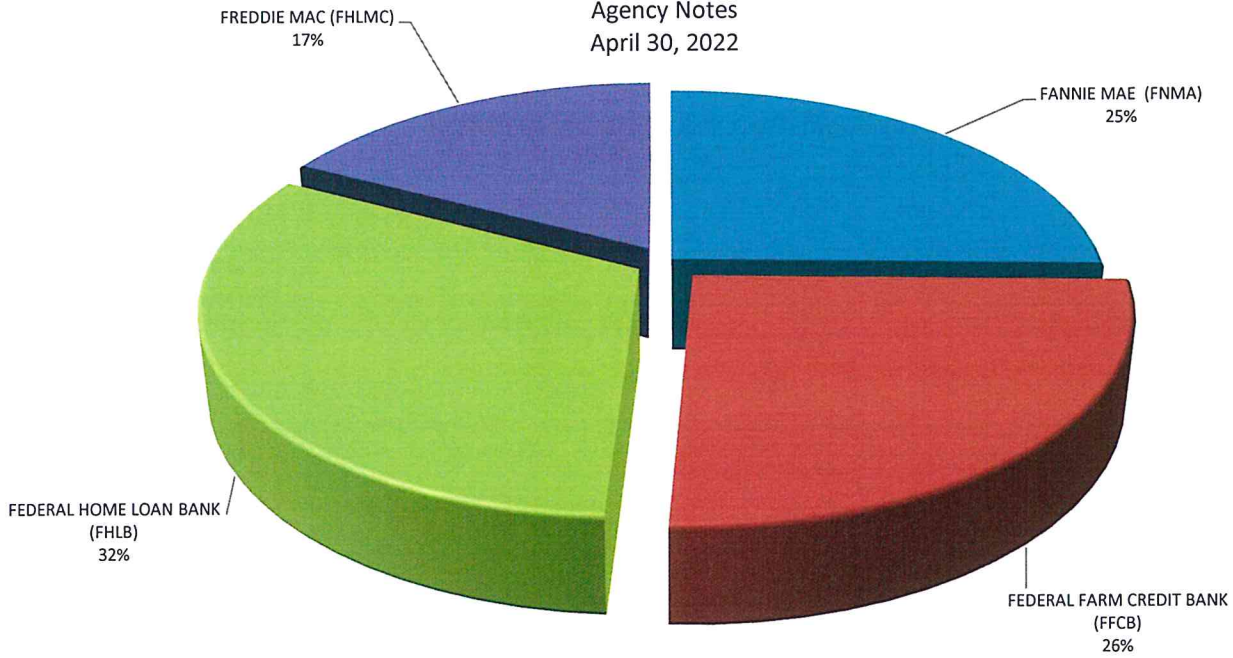
SUTTER COUNTY
INVESTMENT PORTFOLIO
CATEGORIES
APRIL 30, 2022



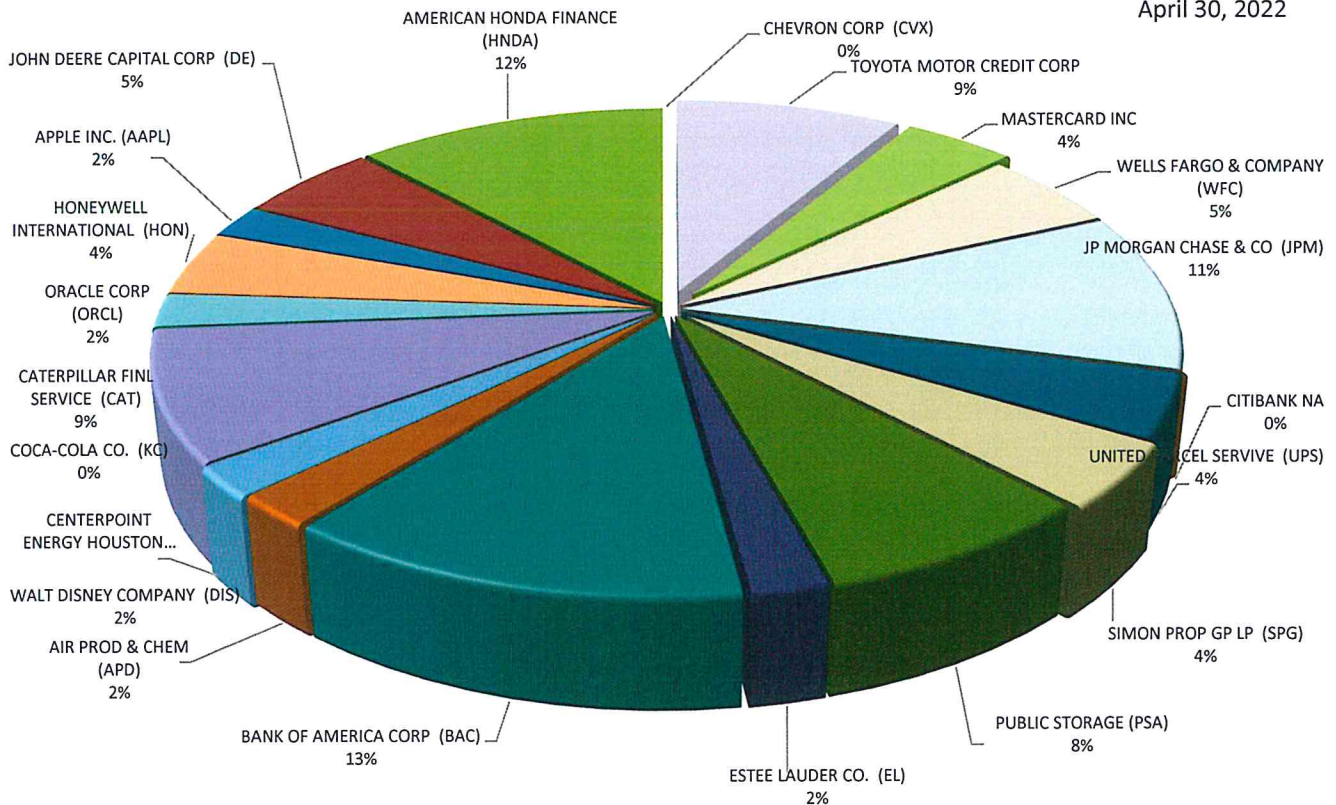
Sutter County
Managed Funds
April 30, 2022



Sutter County
Agency Notes
April 30, 2022

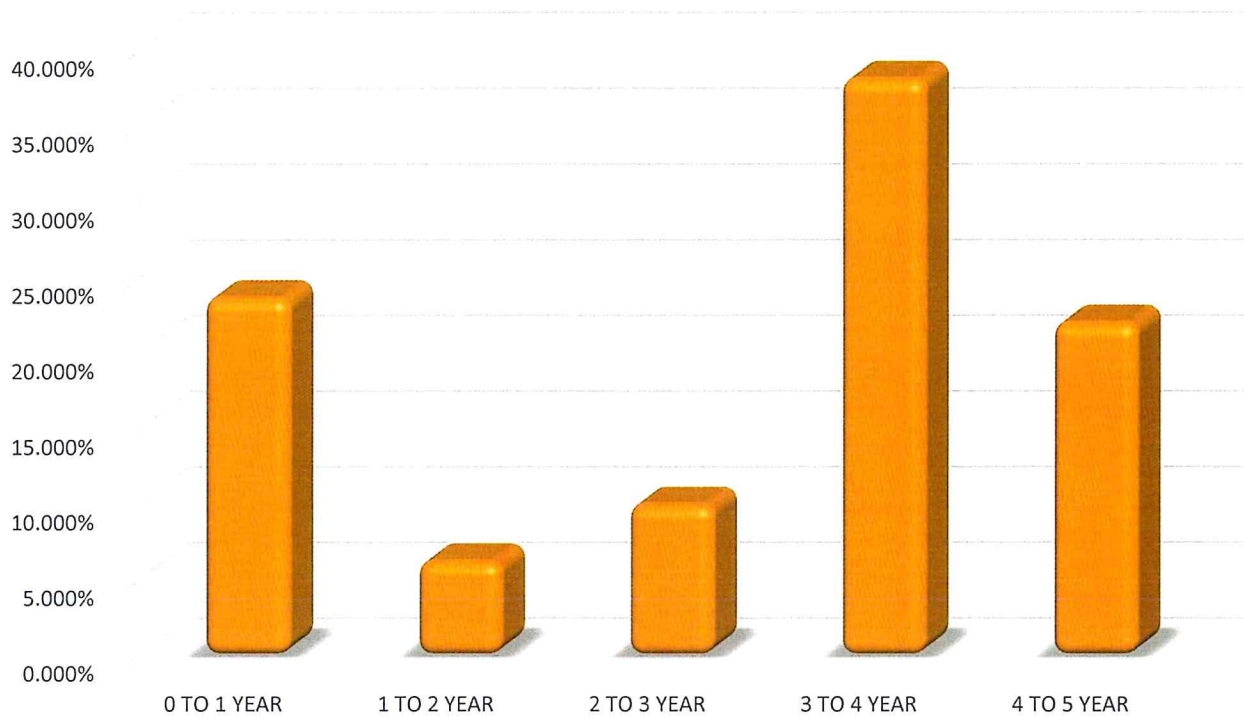


Sutter County
Medium Term Notes
April 30, 2022



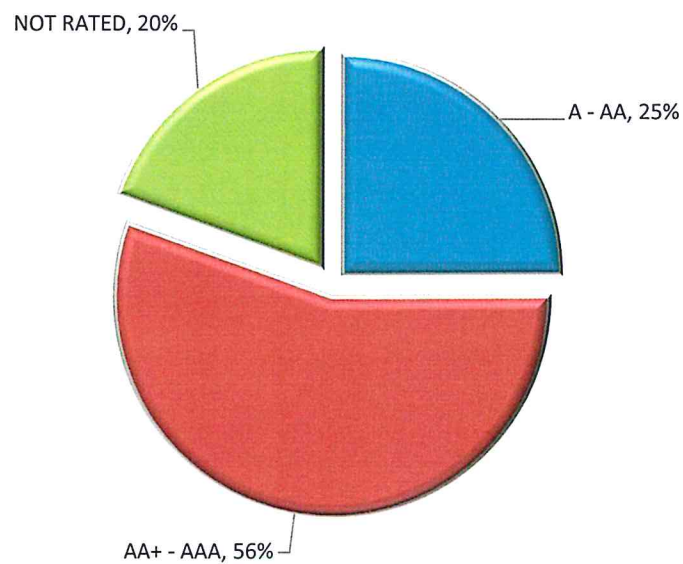
All investments conform to California Government Code §56301 with maturities of no more than five years.

Sutter County
Pooled Portfolio Aging
April 30, 2022



Investments in the pool must have a category rating of A or better at the time of purchase, as prescribed in the Sutter County Investment Policy, with the exception of LAIF, which is authorized in GC §16429.1-§16429.3.

Sutter County
Pooled Portfolio Asset Ratings
April 30, 2022




SUTTER COUNTY
INVESTMENT PORTFOLIO
April 30, 2022



TREASURY						DATE	DATE	TOTAL		
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	DAYS	CURRENT YIELD	RATE
MANAGED FUNDS										
2022-00A	CALIFORNIA ASSET MANAGEMENT	0	10,410,347.04	10,410,347.04	10,410,347.04	N/A	N/A	1	0.05000%	0.05000%
2022-00B	LAIF-STATE POOL/SAC	0	69,404,089.96	69,404,089.96	69,404,089.96	N/A	N/A	1	0.22000%	0.22000%
2022-00C	LAIF-STATE POOL/SAC (Cemetery)	0	3,544,033.78	3,544,033.78	3,544,033.78	N/A	N/A	1	0.22000%	0.22000%
TOTAL MANAGED FUNDS			83,358,470.78	83,358,470.78	83,358,470.78					
AGENCIES NOTES										
2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	942,300.00	1,000,000.00	07/08/20	01/08/25	1,645	0.65562%	0.65000%
20219	FEDERAL HOME LOAN BANK (FHLB)	3130AKJR8	4,000,000.00	3,700,880.00	4,000,000.00	12/16/20	12/16/25	1,826	0.57956%	0.57000%
2020-159	FEDERAL FARM CREDIT BANK (FFCB)	3133EL4W1	3,997,262.11	3,697,560.00	4,000,000.00	09/04/20	08/25/25	1,816	0.62076%	0.61000%
2020-169	FEDERAL FARM CREDIT BANK (FFCB)	3133EMBE1	1,999,429.02	1,911,920.00	2,000,000.00	09/30/20	03/28/24	1,275	0.30052%	0.30000%
20196	FEDERAL FARM CREDIT BANK (FFCB)	3133EMGF3	1,999,087.31	1,906,720.00	2,000,000.00	11/16/20	05/16/24	1,277	0.35101%	0.35000%
20208	FEDERAL FARM CREDIT BANK (FFCB)	3133EMHL9	1,999,888.46	1,925,080.00	2,000,000.00	12/03/20	11/30/23	1,092	0.31019%	0.31000%
20204	FEDERAL FARM CREDIT BANK (FFCB)	3133EMJC7	4,000,000.00	3,676,000.00	4,000,000.00	12/01/20	12/01/25	1,826	0.56971%	0.56000%
20217	FEDERAL FARM CREDIT BANK (FFCB)	3133EMKT8	4,000,000.00	3,670,640.00	4,000,000.00	12/17/20	12/17/25	1,826	0.54876%	0.54000%
20227	FEDERAL FARM CREDIT BANK (FFCB)	3133EMLR1	4,000,000.00	4,000,000.00	4,000,000.00	12/24/20	12/23/25	1,825	0.50964%	0.50000%
2020-179	FREDDIE MAC (FHLMC)	3134GW4Z6	4,000,000.00	3,675,840.00	4,000,000.00	10/27/20	10/27/25	1,826	0.55076%	0.54000%
2020-141	FREDDIE MAC (FHLMC)	3134GWKL9	2,000,000.00	1,858,800.00	2,000,000.00	08/12/20	08/12/25	1,826	0.60372%	0.60000%
2020-161	FREDDIE MAC (FHLMC)	3134GWPV5	2,000,000.00	1,848,520.00	2,000,000.00	09/23/20	09/23/25	1,826	0.62632%	0.62500%
2020-168	FREDDIE MAC (FHLMC)	3134GWWS1	2,000,000.00	1,839,660.00	2,000,000.00	09/30/20	09/30/25	1,826	0.50397%	0.50000%
20197	FREDDIE MAC (FHLMC)	3134GXCH5	4,000,000.00	3,710,400.00	4,000,000.00	11/25/20	11/25/25	1,826	0.61026%	0.60000%
20198	FREDDIE MAC (FHLMC)	3134GXCS1	4,000,000.00	3,677,840.00	4,000,000.00	11/25/20	11/25/25	1,826	0.63125%	0.62500%
20201	FREDDIE MAC (FHLMC)	3134GXD M3	4,000,000.00	3,645,600.00	4,000,000.00	12/01/20	12/01/25	1,826	0.63022%	0.62500%
20218	FREDDIE MAC (FHLMC)	3134GXJH8	4,000,000.00	3,874,280.00	4,000,000.00	12/29/20	12/29/23	1,095	0.22029%	0.22000%
20221	FREDDIE MAC (FHLMC)	3134GXJJ4	4,000,000.00	3,788,440.00	4,000,000.00	12/28/20	06/28/24	1,278	0.32122%	0.32000%
20222	FREDDIE MAC (FHLMC)	3134GXJK1	4,000,000.00	3,774,720.00	4,000,000.00	12/30/20	09/30/24	1,370	0.36158%	0.36000%
20228	FANNIE MAE (FNMA)	3135G05X7	1,997,304.04	1,840,700.00	2,000,000.00	12/24/20	08/25/25	1,705	0.38073%	0.37500%
2020-180	FANNIE MAE (FNMA)	3135G06B4	2,000,000.00	1,833,360.00	2,000,000.00	10/22/20	10/22/25	1,826	0.56581%	0.56000%
20212	FANNIE MAE (FNMA)	3135G06K4	2,000,000.00	1,844,940.00	2,000,000.00	12/17/20	12/17/25	1,826	0.65524%	0.65000%
20231	FANNIE MAE (FNMA)	3135G06Q1	6,009,003.29	5,476,320.00	6,000,000.00	12/30/20	12/30/25	1,826	0.64577%	0.64000%
20210	FANNIE MAE (FNMA)	3135GA6J5	2,000,000.00	1,931,180.00	2,000,000.00	12/07/20	12/07/23	1,095	0.32020%	0.32000%
20224	FANNIE MAE (FNMA)	3135GAC25	4,000,000.00	3,802,000.00	4,000,000.00	12/24/20	09/24/24	1,370	0.31115%	0.31000%
2020-185	FANNIE MAE (FNMA)	3136G46K4	4,000,000.00	3,705,160.00	4,000,000.00	10/28/20	07/28/25	1,734	0.50541%	0.50000%
20190	FANNIE MAE (FNMA)	3136G46N8	4,000,000.00	3,694,760.00	4,000,000.00	11/02/20	10/29/25	1,822	0.60522%	0.60000%
2020-137	FANNIE MAE (FNMA)	3136G4C43	4,000,000.00	3,720,320.00	4,000,000.00	08/14/20	08/14/25	1,826	0.65295%	0.65000%
2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	3,717,280.00	4,000,000.00	07/30/20	07/29/25	1,825	0.60386%	0.60000%
2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	3,723,520.00	4,000,000.00	07/30/20	07/20/25	1,816	0.65277%	0.65000%
2020-140	FANNIE MAE (FNMA)	3136G4G98	2,000,000.00	1,854,580.00	2,000,000.00	08/12/20	08/12/25	1,826	0.56476%	0.56000%
2020-149	FANNIE MAE (FNMA)	3136G4H71	1,999,729.24	1,850,320.00	2,000,000.00	08/18/20	08/18/25	1,826	0.50565%	0.50000%
2020-150	FANNIE MAE (FNMA)	3136G4N74	2,000,000.00	1,853,720.00	2,000,000.00	08/21/20	08/21/25	1,826	0.56486%	0.56000%
2020-155	FANNIE MAE (FNMA)	3136G4X32	2,000,000.00	1,855,400.00	2,000,000.00	08/26/20	08/26/25	1,826	0.60380%	0.60000%
2020-123	FANNIE MAE (FNMA)	3136G4ZR7	4,000,000.00	3,731,160.00	4,000,000.00	07/21/20	07/21/25	1,826	0.70020%	0.70000%
21050	FEDERAL HOME LOAN BANK (FHLB)	3130AMKB7	4,000,000.00	3,731,960.00	4,000,000.00	05/26/21	05/26/26	1,826	1.05000%	1.05000%
21052	FEDERAL HOME LOAN BANK (FHLB)	3130AMMQ2	3,000,000.00	2,782,020.00	3,000,000.00	06/08/21	06/08/26	1,826	0.91000%	0.91000%
21054	FEDERAL HOME LOAN BANK (FHLB)	3130AMPJ5	2,000,000.00	1,856,760.00	2,000,000.00	06/16/21	06/16/26	1,826	0.95000%	0.95000%
21066	FEDERAL HOME LOAN BANK (FHLB)	3130AMT28	2,000,000.00	1,858,980.00	2,000,000.00	06/30/21	06/30/26	1,826	1.00000%	1.00000%
21082	FEDERAL HOME LOAN BANK (FHLB)	3130ANPE4	4,000,000.00	3,720,040.00	4,000,000.00	08/26/21	08/26/25	1,461	0.70000%	0.70000%
21085	FEDERAL FARM CREDIT BANK (FFCB)	3133EM3T7	3,997,346.66	3,677,960.00	4,000,000.00	09/01/21	09/01/26	1,826	0.88500%	0.87000%
21089	FEDERAL HOME LOAN BANK (FHLB)	3130ANTP5	2,000,000.00	1,901,860.00	2,000,000.00	09/16/21	09/16/24	1,096	0.50000%	0.50000%
21090	FEDERAL HOME LOAN BANK (FHLB)	3130ANRR3	4,000,000.00	3,714,080.00	4,000,000.00	09/17/21	09/17/26	1,826	1.00000%	1.00000%
21112	FEDERAL HOME LOAN BANK (FHLB)	3130APRD9	2,000,000.00	1,896,020.00	2,000,000.00	11/16/21	05/16/25	1,277	1.03000%	1.03000%
21113	FEDERAL HOME LOAN BANK (FHLB)	3130APQM0	2,000,000.00	1,914,200.00	2,000,000.00	11/18/21	11/18/24	1,096	1.00000%	1.00000%

SUTTER COUNTY
INVESTMENT PORTFOLIO
April 30, 2022



						DATE	DATE	TOTAL DAYS		
TREASURY										
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	YIELD	RATE
21118	FEDERAL FARM CREDIT BANK (FFCB)	3133ENFR6	4,250,000.00	4,036,565.00	4,250,000.00	12/01/21	12/01/25	1,461	1.34000%	1.34000%
21121	FEDERAL HOME LOAN BANK (FHLB)	3130AQ5P4	2,000,000.00	1,894,020.00	2,000,000.00	12/30/21	12/30/26	1,826	1.61000%	1.61000%
21125	FEDERAL FARM CREDIT BANK (FFCB)	3133ENHC7	4,000,000.00	3,766,080.00	4,000,000.00	12/16/21	12/14/26	1,824	1.60000%	1.59986%
21127	FEDERAL HOME LOAN BANK (FHLB)	3130APVC6	3,648,280.81	3,440,380.50	3,650,000.00	12/16/21	12/01/26	1,811	1.37500%	1.38543%
21128	FEDERAL HOME LOAN BANK (FHLB)	3130AQDD2	2,500,000.00	2,351,375.00	2,500,000.00	12/30/21	12/30/26	1,826	1.45000%	1.45000%
21129/21132	FEDERAL FARM CREDIT BANK (FFCB)	3133ENHV5	4,000,000.00	3,787,960.00	4,000,000.00	12/22/21	06/22/26	1,643	1.39000%	1.39000%
21130	FEDERAL FARM CREDIT BANK (FFCB)	3133ENJC5	4,000,000.00	3,697,720.00	4,000,000.00	12/22/21	12/22/26	1,826	1.29000%	1.29000%
22002	FEDERAL FARM CREDIT BANK (FFCB)	3133ENKG4	3,978,940.27	3,744,440.00	4,000,000.00	01/12/22	01/11/27	1,825	1.58491%	1.47000%
22004	FEDERAL FARM CREDIT BANK (FFCB)	3133ENLD0	4,000,000.00	3,797,320.00	4,000,000.00	01/26/22	01/26/26	1,461	1.53000%	1.53000%
22003	FEDERAL HOME LOAN BANK (FHLB)	3130AQKM4	4,000,000.00	3,804,680.00	4,000,000.00	01/28/22	01/28/27	1,826	1.75000%	1.75000%
22009	FEDERAL HOME LOAN BANK (FHLB)	31330AQWC3	3,500,000.00	3,363,850.00	3,500,000.00	02/28/22	02/24/27	1,822	2.05000%	2.05000%
22026	FEDERAL HOME LOAN BANK (FHLB)	3130ARJH5	3,987,200.00	3,980,000.00	4,000,000.00	04/22/22	04/22/27	1,826	3.21980%	3.15000%
22029	FEDERAL HOME LOAN BANK (FHLB)	3130ARRX1	5,000,000.00	4,990,500.00	5,000,000.00	04/25/22	07/25/25	1,187	2.50158%	2.50000%
22027	FEDERAL HOME LOAN BANK (FHLB)	3130ARRP8	4,000,000.00	3,988,680.00	4,000,000.00	04/28/22	04/28/27	1,826	3.12500%	3.12500%
22028	FEDERAL HOME LOAN BANK (FHLB)	3130ARPB1	4,000,000.00	3,985,360.00	4,000,000.00	04/28/22	04/28/27	1,826	3.50000%	3.50000%
TOTAL AGENCY NOTES			196,863,471.21	185,242,730.50	196,900,000.00					
MEDIUM TERM NOTES										
2019-144	AIR PROD & CHEM (APD)	009158AV8	2,055,216.02	2,009,940.00	2,000,000.00	12/10/19	07/31/24	1,695	3.08989%	3.35000%
20230	AMERICAN HONDA FINANCE (HNDA)	02665WDL2	4,064,311.68	3,729,120.00	4,000,000.00	12/28/20	07/08/25	1,653	1.19346%	1.20000%
2020-166/176	AMERICAN HONDA FINANCE (HNDA)	02665WDN8	7,020,937.05	6,451,480.00	7,000,000.00	09/24/20	09/10/25	1,812	1.00682%	1.00000%
20220	APPLE INC. (AAPL)	037833DT4	2,039,480.15	1,886,360.00	2,000,000.00	12/16/20	05/11/25	1,607	1.11585%	1.12500%
20215	BANK OF AMERICA CORP (BAC)	06048WK41	3,997,051.35	3,559,200.00	4,000,000.00	12/10/20	11/25/25	1,811	0.66286%	0.65000%
20211	BANK OF AMERICA CORP (BAC)	06048WK58	4,000,000.00	3,809,200.00	4,000,000.00	12/18/20	12/18/23	1,095	0.40434%	0.40000%
20223	CATERPILLAR FINL SERVICE (CAT)	14912L5X5	2,109,888.74	2,027,420.00	2,000,000.00	12/16/20	11/24/23	1,073	3.43993%	3.75000%
2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,091,100.40	2,011,340.00	2,000,000.00	05/01/20	06/09/24	1,500	3.03985%	3.30000%
20229	CATERPILLAR FINL SERVICE (CAT)	14913R2H9	4,028,495.38	3,657,760.00	4,000,000.00	12/28/20	11/13/25	1,781	0.81050%	0.80000%
20209	JOHN DEERE CAPITAL CORP (DE)	24422EVH9	1,004,458.45	978,480.00	1,000,000.00	12/04/20	07/05/23	943	0.69356%	0.70000%
21008	JOHN DEERE CAPITAL CORP (DE)	24422EVK2	3,999,816.12	3,638,440.00	4,000,000.00	02/01/21	01/15/26	1,809	0.71271%	0.50000%
21063	BANK OF AMERICA CORP (BAC)	06048VWM49	2,000,000.00	1,834,140.00	2,000,000.00	06/15/21	06/15/26	1,826	1.00000%	1.00000%
2019-150	WALT DISNEY COMPANY (DIS)	254687FK7	1,990,349.96	1,936,740.00	2,000,000.00	12/10/19	08/30/24	1,725	1.68735%	1.75000%
2019-143	ESTEE LAUDER CO. (EL)	29736RAN0	2,002,941.96	1,946,700.00	2,000,000.00	12/10/19	12/01/24	1,818	1.90616%	2.00000%
2020-096	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,029,931.41	1,894,500.00	2,000,000.00	06/04/20	06/01/25	1,823	1.32424%	1.35000%
2020-153	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,806,080.00	2,000,000.00	08/28/20	08/28/25	1,826	0.77408%	0.75000%
20225	JP MORGAN CHASE & CO (JPM)	48128GY53	2,000,000.00	1,773,000.00	2,000,000.00	12/22/20	12/22/25	1,826	0.83899%	0.82500%
2020-093	ORACLE CORP (ORCL)	68389XB1	2,086,280.76	1,909,860.00	2,000,000.00	06/01/20	04/01/25	1,765	2.36561%	2.50000%
2019-123	SIMON PROP GP LP (SPG)	828807CR6	4,114,581.84	4,031,640.00	4,000,000.00	11/01/19	02/01/24	1,553	3.47123%	3.75000%
2020-079	TOYOTA MOTOR CREDIT CORP	89236TDK8	2,026,711.62	1,983,400.00	2,000,000.00	05/01/20	10/18/23	1,265	2.14795%	2.25000%
2017-086	TOYOTA MOTOR CREDIT CORP	89236TEA9	2,000,000.00	2,000,460.00	2,000,000.00	08/03/17	06/26/22	1,788	0.50365%	0.46788%
2019-122	UNITED PARCEL SERVICE (UPS)	911312BT2	4,011,806.68	3,934,160.00	4,000,000.00	11/01/19	09/01/24	1,766	2.09072%	2.20000%
2017-071	WELLS FARGO & COMPANY (WFC)	95000N2L2	2,000,000.00	2,001,580.00	2,000,000.00	06/27/17	06/27/22	1,826	0.95422%	0.93325%
2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	983,610.00	1,000,000.00	04/30/20	04/30/23	1,095	2.13869%	2.15000%
2020-075	WELLS FARGO & COMPANY (WFC)	95001D6V5	2,000,000.00	1,933,220.00	2,000,000.00	04/30/20	04/30/25	1,826	2.48744%	2.50000%
21081	BANK OF AMERICA CORP (BAC)	06048VWN22	2,000,000.00	1,776,980.00	2,000,000.00	08/26/21	08/26/26	1,826	1.25000%	1.25000%
21106	JP MORGAN CHASE & CO (JPM)	48128G5U0	2,000,000.00	1,793,180.00	2,000,000.00	10/29/21	10/29/26	1,826	1.48000%	1.48000%
21115	JP MORGAN CHASE & CO (JPM)	48130UZH1	4,000,000.00	4,000,000.00	4,000,000.00	11/30/21	11/30/26	1,826	1.50000%	1.50000%
21120	PUBLIC STORAGE (PSA)	74460DAG4	3,487,259.25	3,198,239.55	3,495,000.00	12/03/21	11/09/26	1,802	1.50000%	1.50000%
21124	TOYOTA MOTOR CREDIT CORP	89236TGL3	4,086,091.53	3,896,080.00	4,000,000.00	12/15/21	10/07/24	<u>1,027</u>	<u>2.00000%</u>	<u>1.13000%</u>
22011	HONEYWELL INTERNATIONAL (HON)	438516BL9	2,030,364.72	1,923,740.00	2,000,000.00	02/14/22	11/01/26	<u>1,721</u>	<u>2.13199%</u>	<u>2.50000%</u>
22012	PUBLIC STORAGE (PSA)	74460WAA5	3,809,645.14	3,619,040.00	4,000,000.00	02/14/22	02/15/26	<u>1,462</u>	<u>2.16210%</u>	<u>0.87500%</u>
22025	MASTERCARD INC	57636QAR5	4,030,000.00	3,973,840.00	4,000,000.00	04/12/22	03/26/27	<u>1,809</u>	<u>3.13046%</u>	<u>3.30000%</u>

SUTTER COUNTY
INVESTMENT PORTFOLIO
April 30, 2022



TREASURY						DATE	DATE	TOTAL		
<u>NUMBER</u>	<u>INSTITUTION/BRANCH</u>	<u>CUSIP</u>	<u>BOOK VALUE</u>	<u>MARKET VALUE</u>	<u>PAR VALUE</u>	<u>INVESTED</u>	<u>MATURES</u>	<u>DAYS</u>	<u>CURRENTLY</u>	
									<u>IELD</u>	<u>RATE</u>
	TOTAL MEDIUM TERM NOTES		<u>93,116,720.21</u>	<u>87,908,929.55</u>	<u>92,495,000.00</u>					
							AVERAGE	<u>1,607</u>	<u>1.16864%</u>	<u>1.16205%</u>
	TOTAL POOL INVESTMENTS		<u>373,338,662.20</u>	<u>356,510,130.83</u>	<u>372,753,470.78</u>					

Transactions
For the Month ended

April 30, 2022

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received
MANAGED FUNDS									
22022	STMT	4/6/2022	CAMP	CAMP INTEREST	0.2500%	517.47			517.47
22023	1660560	4/7/2022	LAIF	LAIF DEPOSIT	0.4400%	5,000,000.00			
22024	3477341	4/7/2022	CAMP	CAMP DEPOSIT	0.4400%	10,000,000.00			
22030	3479634	4/12/2022	CAMP	CAMP DEPOSIT	0.4400%	6,000,000.00			
22031	3481406	4/14/2022	CAMP	CAMP WITHDRAW	0.4400%		8,000,000.00		
22032	STMT	4/15/2022	LAIF	LAIF SC INTEREST	0.3200%	45,760.32			
22033	STMT	4/15/2022	LAIF	LAIF CEM INTEREST	0.3200%	2,790.59			
22034	1663770	4/25/2022	LAIF	LAIF WITHDRAW	0.4300%		4,000,000.00		
						<u>21,049,068.38</u>	<u>12,000,000.00</u>		<u>517.47</u>

PURCHASES/SALES/CALLS/MATURITIES

22025	576366QAR5	4/12/2022	CANTOR	MASTERCARD INC.	3.3000%	4,030,000.00			5,866.67
22026	3130ARJH5	4/22/2022	CANTOR	FEDERAL HOME LN BANK	3.1500%	3,987,200.00			
22027	3130ARRP8	4/28/2022	FHN	FEDERAL HOME LN BANK	3.1250%	4,000,000.00			
22028	3130AARP8	4/28/2022	PIPER SANDLER	FEDERAL HOME LN BANK	3.5000%	4,000,000.00			
22029	3130ARRX1	4/25/2022	BREAN CAPITAL	FEDERAL HOME LN BANK	2.5000%	5,000,000.00			
						<u>21,017,200.00</u>	<u>0.00</u>	<u>0.00</u>	<u>5,866.67</u>

COUPONS

2020-093	68389XBT1	4/1/2022		ORACLE CORP	2.5000%				25,000.00
21124	89236TGL3	4/7/2022		TOYOTA MTR CR CORP	2.0000%				40,000.00
2020-079	89236TDK8	4/18/2022		TOYOTA MTR CR CORP	2.2500%				22,500.00
2020-180	3135G06B4	4/22/2022		FEDERAL NATL MTG	0.5600%				5,600.00
2020-179	3134GW4Z6	4/27/2022		FEDERAL HOME LN MTG	0.5400%				10,800.00
20190	3136G46N8	4/29/2022		FEDERAL NATL MTG	0.6000%				12,000.00
21106	48128G5U0	4/29/2022		JP MORGAN CHASE & CO	1.4800%				14,800.00
Total coupons from bonds									<u>130,700.00</u>
Total coupons received this period									<u>137,084.14</u>

Total portfolio activity	<u>42,066,268.38</u>	<u>12,000,000.00</u>	<u>0.00</u>
--------------------------	----------------------	----------------------	-------------

Reconciliation

Total Change due to activity		30,066,268.38
Net accretion and amortization of premiums and discounts		
Portfolio balance	March 31, 2022	<u>343,272,393.82</u>
Total Pool Portfolio	April 30, 2022	<u>373,338,662.20</u>

Agenda Item No. 13.0

BOARD AGENDA ITEM: Adoption of Resolution No. 21-22-XIII Specification of the Election Order

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

✓ Action

Maggie Nicoletti

 Reports/Presentation

SUBMITTED BY:

 Information

Superintendent Tom Reusser

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

Education Code section 5000 et seq. requires all Governing Board elections to be consolidated and all Governing Boards adopt a resolution specifying the date of the election and the purpose of the election.

The following terms of office for the Sutter County Board of Education are up for election/re-election at the November 8, 2022, election:

Vacant – Trustee Area 1 (Ron Turner – resigned May 31, 2022) – short term
Vacant – Trustee Area 3
Harjit Singh – Trustee Area 4
Jim Richmond – Trustee Area 4

This resolution establishes the particulars for the November 8, 2022 election.

Sutter County Board of Education

Resolution No. 21-22-XIII

SPECIFICATIONS OF THE ELECTION ORDER

RESOLVED, that pursuant to Education Code Section 5322, the authority for the specifications of the election order, I hereby specify the following with respect to the governing board member election in the Sutter County Board of Education.

Date of Election: November 8, 2022

Purpose of Election: To elect three members to the Sutter County Board of Education.

Trustee Area 1 – One 2-year term
Trustee Area 3 – One 4-year term
Trustee Area 4 – One 4-year term

CLERK'S CERTIFICATE

I hereby certify that the foregoing is a full true and correct excerpt from the Journal of the Sutter County Board of Education pertaining to the adoption of the foregoing resolution, for a regular meeting held on June 22, 2022 at 5:30 p.m.

On motion of _____, seconded by _____, this resolution was adopted by the following vote:

McJunkin _____, Singh _____, Lachance _____, Richmond _____

Ayes:
Noes:
Abstain:
Absent:
Attest:

June McJunkin, President
Sutter County Board of Education

Tom Reusser, Ex-Officio Secretary
Sutter County Board of Education

Agenda Item No. 14.0

BOARD AGENDA ITEM: Second Reading of Revisions to Board Bylaw 9320

BOARD MEETING DATE: June 22, 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 Bylaw, with revisions, are presented to the Board for a second reading and Board approval:

- Board Bylaw 9320 – Meeting Notices

Policies and Regulations Manual Sutter County Board of Education

Series 9000 – Board Bylaws

Meetings and Notices

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

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

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

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

Regular Meetings

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

Meetings, unless otherwise specified, shall be held in the Board Room at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, CA 95993.

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

Series 9000 – Board Bylaws

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

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

Special Meetings

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

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

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

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

Emergency Meetings

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

Series 9000 – Board Bylaws

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

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

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

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

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

Adjourned/Continued Meetings

A majority vote by the County Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the County Board may adjourn such a meeting. If no County

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

Series 9000 – Board Bylaws

Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

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

Study Sessions, Retreats, Public Forums, and Discussion Meetings

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

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

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

Other Gatherings

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

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

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

Series 9000 – Board Bylaws

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

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

Location of Meetings

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

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

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

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

Series 9000 – Board Bylaws

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

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

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

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

Teleconferencing

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

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

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

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

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

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

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

Series 9000 – Board Bylaws

Teleconferencing During a Proclaimed State of Emergency

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

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

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

1. The notice and agenda shall be as given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

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

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

Series 9000 – Board Bylaws

comment.”

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

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

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

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

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

Series 9000 – Board Bylaws

Federal	Description
1009	<u>Annual organizational meeting; date and notice</u>
1010	<u>County Superintendent- ex-officio secretary and executive officer</u>
1011	<u>Time and place of meetings</u>
1012	<u>Special meetings</u>
1040-1042	<u>Duties and responsibilities of county boards</u>
11135	<u>Nondiscrimination in programs or activities funded by state</u>
12101-12213	<u>Americans with Disabilities Act</u>
28 CFR 35.160	<u>Effective communications</u>
28 CFR 36.303	<u>Auxiliary aids and services</u>
35.160	<u>Communications, general</u>
3511.1	<u>Local agency executives</u>
36.303	<u>Auxiliary aids and services</u>
42 USC 12101-12213	<u>Americans with Disabilities Act</u>
54950-54963	<u>Brown Act, especially</u>
54953	<u>Meetings to be open and public; attendance</u>
54954	<u>Time and place of regular meetings; special meetings; emergencies</u>
54954.2	<u>Agenda posting requirements, county board actions</u>
54956	<u>Special meeting notices</u>
54956.5	<u>Emergency meeting notices</u>
78	<u>Ops.Cal.Atty.Gen. 327 (1995)</u>
79	<u>Ops.Cal.Atty.Gen. 69 (1996)</u>
84	<u>Ops.Cal.Atty.Gen. 181 (2001)</u>
88	<u>Bribery, forfeiture from office</u>
Management Resources	Description
Attorney General Opinion	<u>88 Ops.Cal.Atty.Gen. 218 (2005)</u>

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

Series 9000 – Board Bylaws

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

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

Agenda Item No. 15.0

BOARD AGENDA ITEM: Appoint Governing Board Representative to serve on the Board of Directors for AeroSTEM Academy

BOARD MEETING DATE: June 22, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☒ Action

Maggie Nicoletti

☐ Reports/Presentation

SUBMITTED BY:

☐ Information

Superintendent Tom Reusser

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

AeroSTEM Academy shall be governed by the Board in accordance with its adopted bylaws, which may be subsequently amended pursuant to the amendment process specified in the bylaws.

The authorized number of Directors shall be not less than three or more than seven. The Board shall be comprised of the following Directors: a minimum of two community members and one parent of a Charter School student selected with the assistance of the Executive Director. The governing board of the County shall be entitled to a single representative on the Board, with the right to attend and participate in meetings of the full Board. All directors, except for the representative appointed by the Sutter County Board of Education (SCBE), shall be designated by the existing Board.