Siskiyou County Board of Education
Regular Meeting Via Teleconference Wednesday June 23, 2021 –2 p.m.
Siskiyou County Office of Education

This meeting is being held via teleconference and meets the requirements of the Brown Act as allowed by the California Governor's Executive Order N-29-20.

Teleconference protocols will be provided at the opening of the meeting, including how to address the Board with public comments.

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1-669- 900-9128

Meeting ID: 839 9975 9029
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A G E N D A

In compliance with the Americans with Disabilities Act, the Siskiyou County Board of Education will make available to the public who has a disability, any needed modification or accommodation in order for that person to participate in the public meeting. Contact the Siskiyou *County Office of Education at 530-842-8400 at least one (1) week prior to the scheduled meeting.*

Public Comments: *Persons who wish to address the Board for items listed on the agenda must complete the Speaker Card provided and hand it to the Board of Trustees' secretary preferably prior to when the items are called on the agenda.*

1.0 Call to Order **Enos**

2.0 Flag Salute **Enos**

3.0 Public Comment **Enos**
Hearing of persons desiring to address the Board or present petitions. Presentations not on the agenda will be limited to five minutes. The Board is prohibited by law from taking action on any item presented if it is not listed on the agenda.

4.0 Regular Agenda

4.01 Approval of Minutes **Action**
Approval of May 19, 2021, meeting minutes.

4.02 Approval of Minutes **Action**
Approval of June 22, 2021, meeting minutes.

4.03 SCOE Differentiated Assistance Plan **Action**
Request for approval of the SCOE Differentiated Assistance Plan.

4.04	**Credential Registration** Credentials granted by the Commission on Teacher Credentialing will be submitted for registration.	**Action**
4.05	**Local Control and Accountability Plan** Request for approval of the SCOE Local Control and Accountability Plan and Annual Update.	**Action**
4.06	**LCAP Budget Overview for Parents** Request for approval of the LCAP Budget Overview For Parents.	**Action**
4.07	**Local Performance Indicator** The Local Performance Indicator information will be presented.	**Information**
4.08	**SCOE Annual Budget** Request for approval of the SCOE 2021-2022 Annual Budget.	**Action**
4.09	**SELPA Annual Service Plan and Annual Budget Plan** Request for approval of the SELPA Annual Service Plan and Annual Budget Plan for 2021-2022.	**Action**
4.10	**Consolidated Application** Request for approval of the 2021-2022 Consolidated Application.	**Action**
4.11	**Declaration of Surplus Property** Request for approval of surplus property.	**Action**
5.0	**Board Comments**	**Discussion/Information**
6.0	**Superintendent's Report**	**Walters/Information**
7.0	**Items for Next Agenda**	**Enos**
8.0	**Adjournment**	**Enos/Action**

Posted: *6/17/2021*
Note: *Copies of the agenda may be reviewed at the Siskiyou County Office of Education website at www.siskiyoucoe.net Copies of the agenda, complete with backup materials, may be reviewed at the Siskiyou County Office of Education during the hours of 8 a.m. to 5 p.m., Monday through Friday; excluding holidays.*

Siskiyou County Board of Education Meeting
Regular Meeting, Wednesday, May 19, 2021
Siskiyou County Office of Education

Meeting Minutes

Members Present
William Enos, President
John Bennett, Vice President
Sherry Crawford
Brenda Duchi
Brandon Fawaz
Len Foreman
Michelle O'Gorman

Call to Order
Dr. Enos called the meeting to order at approximately 2:00 p.m.

Public Comment
There was no public comment.

Approval of Minutes
Mrs. Duchi approved the minutes of the April 21, 2021 meeting. Mr. Bennett seconded. All in favor. Motion carried.

Credential Registration
Mr. Fawaz moved to approve the Credentials presented for registration. Mr. Foreman seconded. All in favor. Motion carried.

Expanded Learning Opportunities Grant Plan
Ms. Debbie Medeiros shared an overview of the Expanded Learning Opportunities Grant Plan. Mr. Bennett moved to approve the plan as presented. Mrs. Crawford seconded. All in favor. Motion carried.

Quarterly Report on Williams Uniform Complaints
The Quarterly Report on Williams Uniform Complaints was presented.

Board Comments

- Mrs. Crawford reported that she recently attended the CSBA Board of Directors meeting. CSBA is offering the option to attend the Annua Education Conference this year in-person or virtually. Registration for in-person attendance will open on June 8, 2021. Mrs. Duchi and Mrs. Crawford plan to attend.
- Mrs. Duchi reported that CCBE plans to hold their general membership in-person.
- Dr. Enos welcomed Mrs. Patty Morris and expressed appreciation for her work during the COVID-19 pandemic.

- Dr. Enos discussed concerns about county board members sitting in on school district board meetings when a quorum can't be met. He stated his intention to talk with Mr. Kermith Walters and Mr. Allan Carver regarding protocols and issues relating to a proactive plan to address this situation.
- Mrs. Crawford initiated a conversation on student board members.

Superintendent's Report

Mr. Allan Carver, Assistant County Superintendent of Schools provided the Superintendent's Report.

- Mr. Carver introduced Mrs. Colette Bradley, Foster and Homeless Youth Services Coordinator. Mrs. Bradley shared the generalities of the SCOE Foster and Homeless Youth Services programs and how they serve students in Siskiyou County. Mr. Carver pointed out the significance of her finish with SCOE after 24 years, and stated that what she has created with her vision and additional funding in the last three years has made a significant impact on services to foster and homeless students.
- School districts are ready to finish this school year and move on to graduation and the summer. SCOE has been supporting them the very best we can. In planning for next year, it was made clear in the May Revise, and will be reiterated in the June budget, that school will be in person in the next year. Flexibilities offered to us under legislation, will sunset at the end of June and we will be going back to school in a more typical way.
- Expanding services to transitional kindergarten will become an embedded part of what we do and be fully funded.
- Mr. Carver discussed concerns for districts in filling positions at their schools with more than 100 positions currently open.

Items for the Next Agenda

- Discussion of County Board members serving on school district boards when a quorum can't be met.

Adjournment

The meeting was adjourned at approximately 2:55 p.m. The next county board meetings will be held at 2:00 p.m. on June 22, 2021 and June 23, 2021.

_____ _____

Kermith R. Walters, County Superintendent Dr. William N. Enos, Board President

SISKIYOU COUNTY
OFFICE OF EDUCATION

Siskiyou County Office of Education
Differentiated Assistance Plan
2021-2022

Goal 1: Review of LCAPs (Ed Code § 52070) - Siskiyou County Office of Education shall review the LCAPs of all Siskiyou County districts.

Actions for Achievement of Goal	Metric(s) for Measuring Progress	Related Expenditures to Goal
1. Administration and Business department staff will review District and submitted Charter LCAPs using the CCSESA LCAP Review Checklist to ensure: 1. Use of the SBE approved template 2. Sufficient expenditures in the budget to implement actions/services 3. Adherence to the SBE Expenditure Regulations 2. Personalized follow-up support and assistance will be provided to any district with identified non-compliance issues.	• Draft LCAP reviews in April and May • COE request for written clarifications by August 15 • Final approval October 8 • 100% of LCAPs approved	• Certificated Salary/Benefits • Classified Salary/Benefits • Books and Supplies • Services and other operating expenditures • Capital Outlay

Goal 2: Technical Assistance Ed Code § 52071 (a and b) – All departments of the Siskiyou County Office of Education shall provide technical assistance to all Siskiyou County districts.

Actions for Achievement of Goal	Metric(s) for Measuring Progress	Related Expenditures to Goal
Level I - Prevention and Support SCOE Educational Services Department will address the Level I district and school technical assistance to be provided. Such service will be aligned to the district-identified needs and related to the district LCAP when appropriate. Services will include, but will not be limited to: • Professional Learning (examples include the Teacher Leadership Academy, Siskiyou WE3 Collaborative, Para Educator series, Silicon Valley Mathematics Initiative, CALI Reads, Social Emotional Learning) • Group facilitation • Job-alike collaboration and information sharing (examples include Administrator meetings, Administrator PLC meetings, Co-op Services, Professional Learning offerings, Business In-service, Small Schools Collaborative etc.) • Fiscal and budget support • Connecting to local, state and federal resources for the benefit of children and families • Tools and a protocol for facilitating data-based conversations in support of Multiple-Tiered Systems of Support (MTSS)	• Qualitative reports of satisfaction • Professional Learning Calendar • Attendance at administrator meetings, support trainings and professional learning • TeachPoint professional learning tracking software • 100% of Siskiyou county districts fiscally solvent	• Certificated Salary/Benefits • Classified Salary/Benefits • Materials/Supplies • Travel and Conferences • Professional Learning • Indirect Costs

Level II - Differentiated Assistance A team of content experts and facilitators will be assembled to provide differentiated assistance (Level II) to districts identified by the CA Dashboard results. Services will include, but will not be limited to: • Review of CA Dashboard results • Analysis and data display to determine strengths, weaknesses and areas of focus • Compiling and reviewing local data with the goal of identifying the root cause for a specific indicator • Synthesis of agreed upon findings • Facilitating the development of a work plan and associated actions to address root causes and areas of focus • Support for ongoing evaluation of implemented actions • Support for ongoing evaluation of CA Dashboard results • Financial assistance with district-directed professional learning • Continuous improvement strand in alignment with LCAP development • Support designing and implementing a Multi-Tiered System of Support (MTSS) SCOE team(s) will provide individualized Differentiated Assistance to those Siskiyou county districts identified for such services using processes and tools aligned to the Carnegie Foundation research and training provided through CCSESA around Improvement Science.	• Attendance and engagement in Continuous Improvement and LCAP workshops • TeachPoint professional learning tracking software • CA Dashboard Indicator workshops • Multiple Measures partnership for data visualizations including CAASPP and local measures	• Certificated Salary/Benefits • Classified Salary/Benefits • Materials/Supplies • Travel and Conferences • Professional Learning • Indirect Costs

Goal 3: Other COE LCAP Support – Siskiyou County Office of Education shall provide LCAP development and implementation support to all Siskiyou County districts.

Actions for Achievement of Goal	Metric(s) for Measuring Progress	Related Expenditures to Goal
1. At the request of the district, SCOE staff will provide on-site consultation with district personnel to assist with LCAP development. Such consultation may include: • Facilitation of stakeholder sessions • CA Dashboard data review, analysis, and display services • Assistance with LCAP writing, budget alignment, and Local School Board presentations • Continuous improvement support 2. SCOE Director of State and Federal Programs will provide LCAP trainings and work sessions. Scheduling on-site LCAP consultation and development sessions annually from March to May will be available. 3. SCOE staff will provide preliminary review of LCAPs at the request of the district annually from March to June.	• Attendance at LCAP work sessions • Participation in continuous improvement work sessions • TeachPoint professional learning tracking software • Multiple Measures partnership for data visualizations including CAASPP and local measures • 100% of LCAPs approved	• Certificated Salary/Benefits • Classified Salary/Benefits • Materials/Supplies • Travel and Conferences • Professional Development • Indirect Costs

SISKIYOU COUNTY
OFFICE OF EDUCATION

Siskiyou County Office of Education
Differentiated Assistance Plan
2021-2022

Collaborative Activities Aligned with SCOE Differentiated Assistance

1. **Collaboration with the California Collaborative for Excellence in Education shall include, but not be limited to:**
    a. Publicizing CCEE training and activities with Siskiyou County districts
    b. Including CCEE resources and services with all Differentiated Assistance recommendations
    c. Participating in CCEE feedback sessions and surveys

2. **Collaboration with the California Department of Education shall include, but not be limited to:**
    a. Active participation with the following CDE departments and agencies:
        - Federal Programs
        - Instruction Division
        - Assessment and Accountability Division
        - Fiscal Services
    b. Technical assistance from the Local Agency Systems Support Office

3. **Collaboration with the Geographic Lead (Shasta COE) shall include, but not be limited to:**
    a. Participating in monthly collaboration meetings
    b. Engagement with data visualization and data sharing in support of districts
    c. Constructing and utilizing resource kits specific to CA Dashboard Indicators

4. **Collaboration with other COE Superintendents shall include, but not be limited to:**

Active participation in CCSESA and in all CCSESA Subcommittees including: • Curriculum & Instruction (CISC) • Business & Administration (BASC) • Student Programs (SPSSC) • Personnel (PASSCO) • Technology (TTSC)	Active participation in the following organizations, associations and Symposiums: • Region 2 CISC • Annual CISC Symposium • Small School Districts Association (SSDA) • California Rural Schools Network • California Multi-Tiered System of Support (MTSS) • Association of California School Administrators (ACSA) • Advocacy with Capital Advisors

Siskiyou County Board of Education

CREDENTIALS FOR REGISTRATION JUNE 2021

Anderson, Laura	Mt. Shasta	Clear TC- Multiple Subject General Subjects (Exam) BCLAD: Spanish Issued: 2/15/2019 Expires: 03/01/2024
Arkie "Sandoval", Andrea	Weed	Certificate of Clearance Certificate of Clearance Issued: 05/24/2021 Expires: 06/01/2026
Armstrong, Valisha	Happy Camp	Short Term Staff Permit TC- Multiple Subject General Subjects Issued: 02/01/2021 Expires: 07/01/2021
Butcher, Lesley	San Francisco	Short Term Staff Permit Permit - Multiple Subjects General Subjects (Exam) Issued: 03/01/2021 Expires: 07/01/2021
Callaghan, Renee	Mt. Shasta	Clear TC- Single Subject English Issued: 5/5/2020 Expires: 06/01/2025
Casson, Alexis	Montague	Permit- Child Development Master Teacher Issued: 02/01/2021 Expires: 03/01/2026
Daws, Rhonda	Etna	Clear SC - Administration Administrive Issued: 04/23/2021 Expires: 05/01/2026
Dibelka, Kamille	Weed	Emergency Permit- 30 Day Substitute Substitute Issued: 03/15/2021 Expires: 04/01/2022
Dunlap, Amy	Yreka	Clear Administrative Services Administration Issued: 08/01/2021 Expires: 08/01/2026
Dunlap, Amy	Yreka	Clear TC - Multiple Subject General Subjects (Exam) Issued: 08/01/2021 Expires: 08/01/2025
Dyck, Brenna	Weed	Permit- Child Development Teacher Issued: 02/09/2021 Expires: 03/01/2026
Foster, Terry	Weed	STSP TC- Education Specialist Moderate/Severe Issued: 01/29/2021 Expires: 07/01/2021

*No expiration date indicates not applicable.

Funk, Autumn	Mt. Shasta	Clear TC - Multiple Subject General Subjects English Issued: 07/01/2021 Expires: 07/01/2026
Hargett, Dennis	Etna	Clear TC - Single Subject Agriculture Issued: 05/15/2021 Expires: 06/01/2026
Hargett, Dennis	Etna	Clear TC - Specialist Agriculture Issued: 05/01/2021 Expires: 05/01/2026
Kirwan-Spaulding, Megan	Mt. Shasta	Clear TC - Multiple Subject General Subjects Issued: 10/01/2021 Expires: 10/01/2026
Leal, Erin	San Diego	Emergency Permit - 30-Day Substitute Substitute Issued: 05/10/2021 Expires: 06/01/2022
McCullough, Kristine	Yreka	Clear TC- Multiple Subject General Subjects Issued: 07/01/2021 Expires: 07/01/2026
Mekeel, Jacob	Redding	Intern TC- Single Subject Social Science Issued: 04/01/2021 Expires: 05/01/2023
Nielsen, Margaret	Yreka	Permit - Child Development Master Teacher Issued: 06/01/2021 Expires: 06/01/2026
Perez-Bode, Maria	Mt. Shasta	Clear SC - Pupil Personnel School Psychology Issued: 07/01/2021 Expires: 07/01/2026
Putnam, Robert	Dorris	General Limited Assignment TC- Single Subject Science: Physics, Chemistry, Geosciences Issued: 02/01/2021 Expires: 03/01/2022
Putnam, Robert	Dorris	Preliminary TC- Single Subject Mathematics Issued: 05/18/2020 Expires: 06/01/2025
Putnam, Robert	Dorris	General Limited Assignment TC- Single Subject Science: Physics, Chemistry, Geoscience Issued: 02/01/2021 Expires: 03/01/2022
Ramos, Amber	McCloud	Permit- Child Development Master Teacher Issued: 01/25/2021 Expires: 02/01/2026

*No expiration date indicates not applicable.

Ristuccia, Michael	Weed	Clear TC - Multiple Subject General Subjects (Exam) Issued: 08/01/2021 Expires: 08/01/2026
Ristuccia, Michael	Weed	Clear TC - Education Specialist Level II Mild/Moderate Disabilities Issued: 08/01/2021 Expires: 08/01/2026
Ristuccia, Michael	Weed	Clear SC - Administrative Administration Issued: 08/01/2021 Expires: 08/01/2026
Ryan, Linda	Mt. Shasta	Clear TC - Multiple Subject General Subjects (Exam) Health Science Issued: 06/01/2021 Expires: 06/01/2026
Ryan, Linda	Mt. Shasta	Clear TC - Specialist in Special Education Learning Handicapped Issued: 06/01/2021 Expires: 06/01/2026
Seaman, Amelia "Amy"	Macdoel	Clear TC- Single Subject Social Science Issued: 12/31/2020 Expires: 01/01/2026
Spencer, Alexis	Montague	Certificate of Clearance Certificate of Clearance Issued: 05/18/2021 Expires: 06/01/2026
Tracey,Megan	Mount Shasta	Clear TC- Education Specialist Instruction Mild/Moderate Disabilities Issued: 07/01/2021 Expires: 07/01/2026
Tracey,Megan	Mount Shasta	Clear TC- Multiple Subject General Subjects Issued: 07/01/2021 Expires: 07/01/2026
Vaughn, Nicole	Montague	Short Term Staff Permit TC- Multiple Subject General Subjects Issued: 08/01/2020 Expires: 07/01/2021
Vogel, Wilma	Weed	Emergency Permit - 30-Day Substitute Substitute Issued: 05/13/2021 Expires: 06/01/2022
Zanotto, (Duckart) Heather	Weed	Clear TC - Career Technical Education Hospitality, Tourism, and Recreation Issued: 04/14/2021 Expires: 05/01/2026

*No expiration date indicates not applicable.

SISKIYOU COUNTY
OFFICE OF EDUCATION

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Siskiyou County Office of Education	Debbie Medeiros Associate Superintendent/SELPA Director	dmedeiros@siskiyoucoe.net 530-842-8441

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The 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 Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	4	27%
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)	1				
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

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 taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)	1				
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science			3		

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).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)	1				
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language			3		

Support for Teachers and Administrators

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).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. 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.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. 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.			3		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Our staff is excellent at working with our Moderate to Severe families. They offer trainings, guidance, and encouragement to our families. An area of improvement for our LEA would be in the area of communicating with families in language that is understandable and accessible.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. 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.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
3. 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.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Our staff offers trainings and guidance to our families. We need to improve in offering resources in developmental learning stages to our parents to help them navigate the needs of their special education child.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. 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.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. 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.				4	
4. 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.			3		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

While we have made progress in building capacity of principals, staff, and family members in engaging in decision making, it is difficult to schedule times when all stakeholders can be present in order to plan and design family engagement activities.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

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, and barriers?

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?

On the survey presented to our students:

96.6% of our students feel safe at school
96.6% stated that the school is usually clean and tidy
86.2% stated that school has interesting activities
72.4% feel that they make a difference
75.9% stated that they get to help decide school activities
100% stated that a teacher or some other adult cares about them at school
100% stated that a teacher or some other adult when they do a good job
100% stated that a teacher or some other adult notices when they are not at school
100% responded that a teacher or some other adult listens when I have a problem at school

Based on survey results, it appears that students feel safe and supported. However, they would like more input in deciding which activities are offered.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs 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:

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. (response limited to 1,500 characters)

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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

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. (response limited to 1,500 characters)

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? (response limited to 1,500 characters)

1. All of our Courses are listed in our student information system—PROMIS. We offer various levels of al core subjects. Students are placed according to their IEP's.

2. All of our students have access to and are enrolled in a broad courses of study as per their IEP's.

3. The only barrier for our students to receive a broad course of study is their intellectual ability. Our moderate to severe students receive curriculum base on their intellectual level.

4. Not applicable

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan					5

Coordinating Instruction	1	2	3	4	5
with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				4	
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	

2021-22 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/23/2021

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Not applicable

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****
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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	Yes

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Siskiyou County Office of Education (47 10470 0000000)

Status: Certified
Saved by: Leeanna Rizzo
Date: 6/14/2021 2:47 PM

2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Kermith Walters
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/27/2021

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	10/05/2017
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Kermith Walters
Authorized Representative's Title	Superintendent

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Brittany
Homeless liaison last name	Collier
Homeless liaison title	Foster Youth Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	bcollier@siskiyoucoe.net
Homeless liaison telephone number (Format: 999-999-9999)	530-842-8461
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.08

Homeless Liaison Training Information

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	01/20/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2020-21 Title I, Part A LEA allocation	$41,409
2020-21 Title I, Part A direct or indirect services to homeless children reservation	$414
Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$414
Homeless services provided	Homeless students automatically qualify for Title I services, therefore, the Title I; Part A funds, including reserved funds, provide academic support to all homeless students. In addition reserved funds can be used to support transportation costs or school and hygiene supplies as needed.

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

(Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kermith Walters
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/27/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2021-22 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2018-19 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	$2,969
Transferred-in amount	$0
Transferred-out amount	$0
2018-19 Total allocation	$2,969

Professional Development Expenditures

Professional development for teachers	$2,969
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$2,969
2018-19 Unspent funds	$0

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2019-20 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$4,226
Transferred-in amount	$0
Transferred-out amount	$0
2019-20 Total allocation	$4,226

Professional Development Expenditures

Professional development for teachers	$3,876
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	$350
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$4,226
2019-20 Unspent funds	$0

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2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	$2,668
Transferred-in amount	$0
Transferred-out amount	$0
2020-21 Total allocation	$2,668

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$0
2020-21 Unspent funds	$2,668

*****Warning*****
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Siskiyou County Office of Education

609 S. Gold Street · Yreka CA 96097 · 530-842-8400 · fax 530-842-8436 · www.siskiyoucoe.net

Kermith R. Walters
Superintendent of Schools

Board of Education

John Bennett
Sherry Crawford
Brenda Duchi
William Enos
Brandon Fawaz
Len Foreman
Michelle O'Gorman

June 14, 2021

Dear Kermith,

Below is a list of cars we need to auction off and surplus. Please forward to the board for approval and I hope to have this all taken care of this summer.

- #7 2000 Pontiac 170,000 miles. Needs Transmission.
- #19 2000 Ford Windstar 149,000 miles. Has bad rust.
- #28 2004 Chevy Malibu. Over 200,000 miles. Not road worthy and has a dead battery all the time.
- #39 2000 E-350 Van. 188,000 miles. Need's a steering column
- #43 2004 Chevy Malibu. 181,000 miles. Radiator and brakes are all bad on it. .
- #83 2000 Ford Taurus. 145,000 miles. Blown up; Head Gasket bad.
- #69 2003 Ford Windstar. 170000 miles and needs a new dash cluster.

Thank you,

AJ Hughes
Transportation Supervisor

/AH