



Trinity County Office of Education

Sarah E. Supahan
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256

MINUTES

Trinity County Board of Education Regular Board Meeting December 9, 2022

WHERE HELD: Trinity County Office of Education
201 Memorial Drive – Granite Room and by
Teleconference/Zoom

MEMBERS PARTICIPATING: Randy Spencer, Area I - Teleconference
Michelle Myers, Area II
Sally Aldinger, Area III - Teleconference
Arina Erwin, Area IV – Zoom

MEMBERS ABSENT: Steve Canale, Area V

COUNTY OFFICE: Sarah Supahan, Superintendent of Schools -
Teleconference
Fabio Robles, Deputy Superintendent
Cindy Blanchard, Chief Business Official
Anthony Rebelo, Assistant Superintendent of Special
Education/SELPA Director - Teleconference
Tim Nordstrom, Assistant Superintendent of Educational
Services - Teleconference
Dawn MacLaren, Administrative Secretary
Anna Carson, Early Childhood Education Coordinator

COUNTY OFFICE ABSENT: Melanie Holmes, Executive Director of HR & Business
Services

PUBLIC: Mary Haugen, Human Response Network
Sheri White, Human Response Network
(There may have been others in attendance. Those in
attendance may have attended only a portion of the
meeting.)

1.0 Formal Opening

1.1 Call to Order

Sally Aldinger called the meeting to order at 1:00 p.m.

- 1.2 Roll Call
- 1.3 Pledge of Allegiance
- 1.4 Recognition of Service - Sarah Supahan and Gretchen Deichler
Sally Aldinger, Board President, thanked Sarah Supahan and Gretchen Deichler for their many years of service in working with the Trinity County Schools and at the Trinity County Office of Education. The Board members presented the two with beautiful cutting boards made by Trinity High School wood shop with the TCOE logo.
- 1.5 Additions or Changes to Agenda
There were no additions or changes to the Agenda.

- 2.0 Public Communication:** Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to three minutes per person, 20 minutes per topic, pursuant to Board policy. Please state your name and address before speaking. In accordance with the Brown Act, unless an item has been placed on the agenda there shall be no action taken. The Board may 1) acknowledge receipts of the information; 2) refer to staff for further study; 3) refer the matter to the next agenda.

There was no public communication.

3.0 Accept Open Session Agenda

MOTION: Motion was made by Michelle Myers, with a second by Arina Erwin, to accept the Open Agenda. Motion passed unanimously. Aye- 4 (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1 (Canale), Abstain-0.

- 4.0 Consent Agenda:** The following consent agenda items are considered routine by the County Board and will be enacted with one motion. There will be no separate discussion of items unless a Board member so requests, in which event the item(s) will be considered following approval of the Consent Agenda.

- 4.1 Minutes – November 16, 2022
- 4.2 Warrants – November 2022
- 4.3 Payroll – November 2022
- 4.4 BP/E(1) 0420.41 Oversight of County Charter Schools – Second Reading
- 4.5 E(1) 1113 District and School Web Sites – Second Reading
- 4.6 AR/E(2) 1312.4 Williams Uniform Complaint Procedures – Second Reading
- 4.7 AR/E(1) 3517 Facilities Inspection – Second Reading
- 4.8 BP/AR 3523 Electronic Signatures – Second Reading

Sally Aldinger asked the Board if there was a motion to pull any items from the Consent Agenda. Hearing none, Sally asked the board for a motion to accept the Consent Agenda.

MOTION: Motion was made by Arina Erwin, with a second by Randy Spencer, to accept the Consent Agenda. The motion passed unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1(Canale), Abstain-0.

5.0 Reports

5.1 Financial Report and Oversight Update

Cindy Blanchard provided the financial report and oversight update, which was included in the board packet for the members to review.

5.1.1 School Facilities Report from Jeff Morris

The school facilities report was included in the packet for the members to review.

5.2 Cabinet Report –Trinity Co-Op, and Trinity Teachers Newsletter

5.2.1 Tim Nordstrom, Assistant Superintendent of Educational Services, shared with the board that the Classified Teacher Grant has been submitted and had 18 interested applicants.

Tim was able to attend a UPK symposium for Administrators in Butte County earlier this week. One of the disconnects we are finding with our administrators they don't fully understand how instruction and play work in a 0-4 age group setting. For example, when we hear the word "play" as a k-12 administrator or teacher, we think of recess or free time, something the child earns. In the 0-4 or 0-5 setting, play is instructional time; experience and instruction are designed as play but are very purposeful. The California dashboard goes public early next week. The California dashboard allows you to check all state scores vs. our school's scores. The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

Sally Aldinger, Board President, thanked Tim N and his team for the fantastic job at the STEAM event over in Hayfork this past month. The students and staff loved it.

5.2.2 Anthony Rebelo, Assistant Superintendent of Special Education/SELPA Director, and his team have submitted the School Base Health Incentive Program Project Plan, one of the Mental Health grants.

Based on data we have from seven of the nine districts participating, we are seeing a need for wellness centers both for students and staff. Douglas City ESD and Lewiston ESD did not have enough concerns or items identified to qualify for partnership health, and it was recommended to drop those two districts from the program. Douglas City and Lewiston will still receive mental health assistance and support through the Pathways program.

TCOE's intervention plan is going to be the establishment of wellness centers in each of the school districts.

We have been working with our districts on compliance monitoring for the state, including policy and procedure reviews and student-level reviews. The Professional development schedule is being formalized and in January, our Mental Health staff and Wellness Liaison's are attending a restorative justice training. An all-day training is scheduled with Hope City. We also have a youth mental health first aid training scheduled in February.

Tim added to his report that the Workability I program took students from Southern Trinity High School and Trinity High School to the Shasta College Diesel Mechanics class. The students partnered with a current Shasta college student and were able to use the equipment and overhead crane.

Tim Nordstrom provided a copy of the Trinity Co-Op and Trinity Newsletters which were included in the Board packet for review.

5.3 Report from TCOE Board Ad Hoc Committee Per BB/AR 9500.

Cindy Blanchard shared a PowerPoint and the Ad Hoc Committee report with the board, which was also sent to the Board to review.

6.0 Correspondence

There was no correspondence.

7.0 Action Items

- 7.1 Board to reaffirm that meeting in person would present imminent risks to the health/safety of attendees For the Board Meeting scheduled for January 17, 2023, at 1:00 p.m. as per California Governor's Executive Order AB 361.(No back-up)
MOTION: Motion was made by Randy Spencer, with a second by Michelle Myers, to reaffirm that meeting in person would present imminent risks to the health/safety of attendees For the Board Meeting scheduled for January 17, 2023, at 1:00 p.m. as per California Governor's Executive Order AB 361

7.2 Annual Organizational Meeting

- a. Elect President

Motion was made by Arina Erwin, with a second by Michelle Myers, to elect Sally Aldinger as President.

- b. Elect Vice President

Motion was made by Michelle Myers, with a second by Arina Erwin, to elect Randy Spencer as Vice President.

MOTION: Motion was made to elect Sally Aldinger as President and Randy Spencer as Vice President. Motion carried unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1(Canale), Abstain-0.

- c. Appoint County Superintendent as Secretary to the Board

MOTION: Motion was made by Arina Erwin, with a second by Michelle Myers, to appoint Fabio Robles, Secretary to the Board. Motion carried unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1 (Canale), Abstain-0.

- d. Establish Board meeting dates and time

MOTION: Motion was made by Michelle Myers, with a second by Randy Spencer, to Establish Board meeting dates listed in Resolution #22-23-11. Motion carried unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1(Canale), Abstain-0.

7.3 Approve Resolution #22-23-11 Fixing Time, Date, and Location of Regular Meetings

MOTION: Motion was made by Arina Erwin, with a second by Michelle Myers, to approve Resolution #22-23-11 Fixing the Time, Date, and Location of Regular Board meetings for 2023. Motion carried unanimously. Aye-4, (Aldinger, Erwin,

Myers, Spencer), No-0, Absent-1(Canale), Abstain-0.

- 7.4 Approve Resolution #22-23-12 Establishing Authorized Signatures for the Purpose to Sign Contract Documents for the Fiscal Year 2023-24 for the CFA-Continued Funding Application for the CSPP-California State Preschool Programs and all Related Documents.

MOTION: Motion was made by Michelle Myers, with a second by Randy Spencer, to approve Resolution #22-23-12. Motion carried unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1(Canale), Abstain-0.

- 7.5 Approve the Fiscal Year 2023-2024 HRN Program Calendar

MOTION: Motion was made by Randy Spencer, with a second by Michelle Myers, to approve the Fiscal Year 2023-2024 HRN Program Calendar. Motion carried unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1 (Canale), Abstain-0.

- 7.6 Consider and/or Approve 2022-23 First Interim Financial Report, Criteria and Standards, Budget Overview for parents, District Certification and Budget Revisions Reflected on First Interim Report.

Cindy Blanchard shared a PowerPoint presentation with the board, which was included in the Board packet for the member to review.

MOTION: Motion was made by Randy Spencer, with a second by Michelle Myers, to approve the 2022-23 First Interim Financial Report, Criteria and Standards, Budget Overview for parents, District Certification, and Budget Revisions Reflected on First Interim Report. Motion carried unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1(Canale), Abstain-0.

- 7.7 Discuss and/or Approve County Superintendent's Compensation per Education Code 1209 and Government Code 54956.

Discussion of Item 7.7 was held with Item 5.3 Report from TCOE Board Ad Hoc Committee Per BB/AR 9500.

MOTION: Motion was made by Arina Erwin, with a second by Michele Myers, to Approve County Superintendent's Compensation per Education Code 1209 and Government Code 54956. Motion carried unanimously. Aye-4, (Aldinger, Erwin, Myers, Spencer), No-0, Absent-1(Canale), Abstain-0.

8.0 Information Items

8.1 BP 3110 Transfer of Funds – First Reading

8.2 AR 6173.1 Education for Foster Youth – First Reading

Fabio Robles provided a summary of the policy updates. Items 8.1 and 8.2

9.0 Superintendent's Report

9.1 Sarah Supahan shared a summary of the new meeting laws going into effect. Which was also sent to the Board members.

1) AB 361 remains in effect until January 1, 2024 (with a declaration at the meeting); however, there are now new clarifications:

2) AB 2449 clarified that AB 361 rules could only be used if there is a declared emergency by local or state officials; Note that the current state of emergency ends on Feb. 28, 2023.

3) AB 2449 also clarified that a hybrid meeting can be held if one or more members have “just cause” for not attending in person:

- a. Childcare or family caregiving needs
- b. Contagious illness
- c. Physical or mental disability needs
- d. Travel while on official business
- e. And other emergency circumstances such as a physical or family medical emergency

Further:

- f. There is a limit on how many times a board member may use the above option per year (two times only if the board meets fewer than 10 times per year)
 - g. The link to the zoom meeting (if any of the above occurs) must be published on the agenda
 - h. A quorum of the board must still be in person within the county.
- 4) Boards can always rely on original Brown Act rules for teleconferencing for a specific member or members: Give the public notice on how to access the “distance” meeting (address) and offer public comment wherever at that location; a quorum of the board still needs to meet in person within the county.
- 9.2 Sarah thanked Fabio Robles for a seamless transition into becoming the Trinity County Superintendent of Schools.

10.0 Adjournment

This meeting may be tape-recorded

The meeting adjourned at 2:16 p.m.

Respectfully submitted,

Sarah Supahan, Ex-Officio Secretary
Trinity County Office of Education

dm

Register 000843 - 12/02/2022

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5238461	01	Check Amt	175.00	Status Printed	The Family Dairy Store (The Family - Payee)
TUPEGIFTCERT	Ice Cream Certificates-TUPE				01. 6680. 0. 8600. 2150. 4300. 825. .
					175.00

Number of Items 1 175.00 Totals for Register 000843

2023 FUND-OBJ Expense Summary / Register 000843

01-4300	175.00	
01-9110*		175.00-
Totals for Register 000843	175.00	175.00-

* denotes System Generated entry

Net change to Cash 9110

175.00- Credit

Register 000843 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000843 (continued)

Page Intentionally Left Blank

Register 000844 - 12/07/2022

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5238528	12	Check Amt	150.00	Status Printed	Kinder Kids Montessori (Kinder Kids - Payee)
KINDERKIDS	Preschool Educational Services	12. 6054. 0. 0001. 1000. 5800. 825.			150.00
Check # 5238529	12	Check Amt	150.00	Status Printed	Kinder Kids Montessori (Kinder Kids - Payee)
KINDERKIDS2	Preschool Educational Services	12. 6054. 0. 0001. 1000. 5800. 825.			150.00
Check # 5238530	01	Check Amt	1,843.21	Status Printed	Tammies Books (Tammies Boo - Payee)
12062022	FYS Books	01. 7815. 0. 8600. 3140. 4300. 825.			1,843.21
Check # 5238531	01	Check Amt	346.97	Status Printed	Pickett, Deidre L (000171 - Emp)
DPICKETT11212022	ADR Conference	01. 6536. 0. 5060. 3120. 5800. 825.			346.97
Check # 5238532	01	Check Amt	144.00	Status Printed	Holmes, Melanie R (000298 - Emp)
MHOLMES12122	Grammarly Subscription	01. 0000. 0. 8600. 2420. 5800. 825.			144.00
Check # 5238533	01	Check Amt	5,614.29	Status Printed	Rebelo, Anthony J (000307 - Emp)
AREBELOLRPCONF	LRP Conference Lodging	01. 6536. 0. 5060. 3120. 5800. 825.			4,864.65
AREBELOSELPA12622	SELPA Sac Dec 22	01. 6500. 0. 5050. 2200. 5200. 826.		650	749.64
Check # 5238534	01	Check Amt	44.80	Status Printed	Wright, Tiffany L (000437 - Emp)
TWRIGHTMILE	Student Meeting Mileage	01. 7366. 0. 8600. 3130. 5200. 825.			44.80
Check # 5238535	01	Check Amt	187.05	Status Printed	Smith, Alison E (000486 - Emp)
ASMITH1252022	McK-V Studen lunch/clothes	01. 5630. 0. 8600. 2150. 4300. 825.			187.05
Check # 5238536	01	Check Amt	90.00	Status Printed	ACCU-Print (001395/1)
1509	October 22 Fingerprint Fees	01. 0000. 0. 8600. 7200. 5840. 825.			36.00
1550	Nov 22 Fingerprint Fees	01. 0000. 0. 8600. 7200. 5840. 825.			54.00
Check # 5238537	01	Check Amt	546.00	Status Printed	ACSA Foundation For Educational Adm (000008/1)
135553	ACSA Membership Dues	01. 0000. 0. 0000. 7200. 5300. 825.			546.00
Check # 5238538	01	Check Amt	209.00	Status Printed	Apple Store (000799/2)
AK24459500	Apple Care	01. 7815. 0. 8600. 3140. 4300. 825.			209.00
Check # 5238539	01	Check Amt	71.49	Status Printed	Flaghouse/Special Populations (000139/1)
V023829000041	Kinetic Sand-LES	01. 7430. 0. 3500. 1000. 4300. 829. 0000. 099			71.49
Check # 5238540	01	Check Amt	156.96	Status Printed	Frontier Fuel (000146/2)
3186 NOV 22	Nov Speech Fuel	01. 0000. 0. 0000. 8100. 4300. 825. 4300.			156.96
Check # 5238541	01	Check Amt	431.00	Status Printed	John W. Kizziar, DDS, INC (001234/1)
BS11212022	Trinity Smiles BS 11/21/22	01. 0033. 0. 8600. 3140. 5800. 825.			161.00
CS11212022	Trinity Smiles CS 11/21/22	01. 0033. 0. 8600. 3140. 5800. 825.			135.00
RS11212022	Trinity Smiles RS 11/21/22	01. 0033. 0. 8600. 3140. 5800. 825.			135.00
Check # 5238542	14	Check Amt	147.53	Status Printed	Jones Electric (001021/1)

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 12/1/2022, Ending Check Date = 12/31/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 1 of 4

Register 000844 - 12/07/2022

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5238542	14	Check Amt	147.53	Status Printed	Jones Electric (001021/1) - continued	
JONESTOGGLE	Toggle Switch			14. 0000. 0. 0000. 8100. 5800. 825. .		147.53
Check # 5238543	01	Check Amt	4,625.65	Status Printed	Lakeshore Learning Materials (000208/1)	
801385112622	Preschool-Low Incidence			01. 6500. 0. 5001. 3140. 4300. 826. 2800. .		4,625.65
Check # 5238544	01	Check Amt	27,501.00	Status Printed	Lenovo Inc (001392/1)	
6461563268	Business Office Technology Equipment			01. 7815. 0. 8600. 3140. 4400. 825. .		25,161.84
6461567291	Business Office Technology Equipment			01. 7815. 0. 8600. 3140. 4400. 825. .		2,608.98
6461667265	Business Office Technology Equipment			01. 7815. 0. 8600. 3140. 4400. 825. .		269.82-
Check # 5238545	01	Check Amt	102.18	Status Printed	Lingo (001302/1)	
32984139	22/23 Long Distance Services			01. 0000. 0. 0000. 8100. 5920. 825. .		102.18
Check # 5238546	01	Check Amt	224.61	Status Printed	North State Grocery, Inc (001247/1)	
640223272800	Meeting Refreshments			01. 7430. 0. 3500. 1000. 4300. 829. 0000. 099		24.86
640428599000	Meeting Refreshments			01. 7430. 0. 3500. 1000. 4300. 829. 0000. 099		28.64
640430648000	Meeting Refreshments			01. 7430. 0. 3500. 1000. 4300. 829. 0000. 099		40.51
640430796100	Meeting Refreshments			01. 7430. 0. 8600. 3110. 4300. 825. .		82.41
640430910000	Meeting Refreshments			01. 7430. 0. 3500. 1000. 4300. 829. 0000. 099		48.19
Check # 5238547	01	Check Amt	245.06	Status Printed	ODP Business Solutions, LLC (001396/1)	
275516237001	manila folder, label, legal paper			01. 0000. 0. 0000. 7200. 4300. 825. .		130.68
275525476001	Misc Office Supplies			01. 0000. 0. 0000. 7200. 4300. 825. .		37.71
275525477001	Ruler			01. 0000. 0. 0000. 7200. 4300. 825. .		14.45
275525480001	Stapler Remover			01. 0000. 0. 0000. 7200. 4300. 825. .		19.92
280409580001	sheet protection			01. 7815. 0. 8600. 3140. 4300. 825. .		42.30
Check # 5238548	01	Check Amt	172.56	Status Printed	Plotzke Ace Hardware (000280/1)	
378397	Solder 40/60 rosin genrl			01. 0000. 0. 0000. 8100. 4300. 825. .		20.37
378412	Masking tape			01. 0000. 0. 8600. 2100. 4300. 825. 2555. .		13.89
378507	edgeguard mini spreader/ice melt			01. 0000. 0. 0000. 8100. 4300. 825. .		137.72
				01. 9443. 0. 0000. 8100. 4300. 825. .		.58
Check # 5238549	01	Check Amt	208.41	Status Printed	NAPA Weaverville Auto Parts (000423/2)	
399423	22/23 NAPA Auto Parts			01. 0000. 0. 0000. 8100. 4300. 825. .		35.37
402767	IGN Lock cylinder, 25pk red shop towels			01. 0000. 0. 0000. 8100. 4300. 825. .		114.20
402887	Napa Oil			01. 0000. 0. 0000. 8100. 4300. 825. .		58.84
Number of Items		22	43,211.77	Totals for Register 000844		

2023 FUND-OBJ Expense Summary / Register 000844

01-4300

7,944.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 12/1/2022, Ending Check Date = 12/31/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 2 of 4

Register 000844 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000844 (continued)

01-4400	27,501.00	
01-5200	794.44	
01-5300	546.00	
01-5800	5,786.62	
01-5840	90.00	
01-5920	102.18	
01-9110*		42,764.24-
Totals for Fund 01	42,764.24	42,764.24-
12-5800	300.00	
12-9110*		300.00-
Totals for Fund 12	300.00	300.00-
14-5800	147.53	
14-9110*		147.53-
Totals for Fund 14	147.53	147.53-
Totals for Register 000844	43,211.77	43,211.77-

* denotes System Generated entry

Net change to Cash 9110

43,211.77- Credit

Register 000844 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000844 (continued)

Page Intentionally Left Blank

Register 000845 - 12/15/2022

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5238754	01	Check Amt	308.47	Status Printed	Hill, Ann M (000141 - Emp)	
AHILL12072022	Youth Advocacy Workshop			01. 0000. 0. 8600. 7200. 5200. 825. .		295.87
				01. 9443. 0. 0000. 8100. 4300. 825. .		12.60
Check # 5238755	11	Check Amt	330.91	Status Printed	Hammond, Bonnie L (000168 - Emp)	
BHAMMOND12072022	RISE Misc Supplies			11. 6391. 0. 4110. 1000. 4300. 825. .		85.41
HAMMONDB120722	RISE Love & Logic Supplies			11. 6391. 0. 4110. 1000. 4300. 825. .		245.50
Check # 5238756	01	Check Amt	7,297.76	Status Printed	Rebelo, Anthony J (000307 - Emp)	
AREBELO12132022	ADR Conference Airfare 6 emp			01. 6536. 0. 5060. 3120. 5800. 825. .		1,847.76
AREBELOLRP121322	LRP Institute Registration Rebelo, cloud, avila			01. 6536. 0. 5060. 3120. 5800. 825. .		5,450.00
Check # 5238757	01	Check Amt	62.64	Status Printed	Rebelo, Stephanie S (000421 - Emp)	
SREBELO1152022	SRebelo Shasta, In n out, USB			01. 0000. 0. 0000. 7200. 4300. 825. .		62.64
Check # 5238758	01	Check Amt	124.21	Status Printed	Wright, Tiffany L (000437 - Emp)	
TWRIGHT121222	Foster/Homeless Travel & Conference			01. 7366. 0. 8600. 3130. 5200. 825. .		124.21
Check # 5238759	01	Check Amt	95.00	Status Printed	Kilmer, Susan V (000470 - Emp)	
SKILMER12822	RBT Exam Application, RBT Exam fee			01. 0000. 0. 0000. 7200. 5200. 825. .		95.00
Check # 5238760	01	Check Amt	349.87	Status Printed	Hayes, Rachel D (000494 - Emp)	
RHAYES121422	R. Hayes business mtg			01. 0000. 0. 0000. 7200. 5200. 825. .		349.87
Check # 5238761	01	Check Amt	246.68	Status Printed	Palmer, Jason (000501 - Emp)	
JPALMER12132022	RISE Rewards & Materials			01. 1100. 0. 3500. 1000. 4300. 829. 0245.		246.68
Check # 5238762	01	Check Amt	460.89	Status Printed	Burger, Erin E (000502 - Emp)	
EBURGER12132022	RISE Oasis trip			01. 0245. 0. 3500. 1000. 5200. 829. 0000. 099		380.56
EBURGER121322	RISE Rewards/Auction			01. 1100. 0. 3500. 1000. 4300. 829. 0245.		80.33
Check # 5238763	01	Check Amt	20.02	Status Printed	Dixon, Julia M (000503 - Emp)	
JDIXON12062022	Julia STEAM Night BR			01. 0000. 0. 8600. 2100. 5200. 825. 2555.		20.02
Check # 5238764	01	Check Amt	1,036.34	Status Printed	Tyner, Amber J (000538 - Emp)	
JTYNER12062022	ACSA Conference			01. 6266. 0. 8600. 2100. 5200. 825. 2554.		992.20
JTYNER121422	RISE Clear Tote			01. 1100. 0. 3500. 1000. 4300. 829. 0245.		44.14
Check # 5238765	01	Check Amt	19,291.79	Status Printed	Breslin Occupational Service (001406/1)	
21	OT Services			01. 6500. 0. 5730. 3140. 5800. 826. .		1,519.50
				01. 6500. 0. 5760. 3140. 5800. 826. . 651		450.00
				01. 6500. 0. 5760. 3140. 5800. 826. 0304. 651		1,921.86
				01. 6500. 0. 5760. 3140. 5800. 826. 0306. 651		2,194.00
				01. 6500. 0. 5760. 3140. 5800. 826. 0311. 651		4,600.00
				01. 6500. 0. 5760. 3140. 5800. 826. 0312. 651		450.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 12/1/2022, Ending Check Date = 12/31/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 1 of 2

Register 000845 - 12/15/2022

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5238765	01	Check Amt	19,291.79	Status Printed	Breslin Occupational Service (001406/1) - continued	
8	OT Services			01. 6500. 0. 5730. 3140. 5800. 826. .		450.00
				01. 6500. 0. 5760. 3140. 5800. 826. 0301. 651		1,202.50
				01. 6500. 0. 5760. 3140. 5800. 826. 0304. 651		848.43
				01. 6500. 0. 5760. 3140. 5800. 826. 0306. 651		2,971.00
				01. 6500. 0. 5760. 3140. 5800. 826. 0311. 651		2,684.50
Check # 5238766	01	Check Amt	3,750.00	Status Printed	Foundation for Ed Admin (001040/1)	
INV25585	ACSA Leadership Coaching-Jade			01. 0000. 0. 0000. 7200. 5300. 825. .		3,750.00
Check # 5238767	01	Check Amt	7,500.00	Status Printed	School Services Of California (000316/4)	
SSCFISCALSERVICES	SSC-Fiscal Budget Services			01. 0000. 0. 8600. 7200. 5300. 825. .		7,500.00
Number of Items		14	40,874.58	Totals for Register 000845		

2023 FUND-OBJ Expense Summary / Register 000845

01-4300	446.39	
01-5200	2,257.73	
01-5300	11,250.00	
01-5800	26,589.55	
01-9110*		40,543.67-
Totals for Fund 01	40,543.67	40,543.67-
11-4300	330.91	
11-9110*		330.91-
Totals for Fund 11	330.91	330.91-
Totals for Register 000845	40,874.58	40,874.58-

* denotes System Generated entry

Net change to Cash 9110

40,874.58- Credit

Check Register with Accounts and Org Recap

Generated for April Angelone (AANGELONE), Jan 3 2023 8:59AM

Register 000846 - 12/21/2022

Bank Account COUNTY - County

Payment Id	Comment								
Check # 5238813	01	Check Amt	458.40	Status Printed	Envoy Plan Services (000548/4) - continued				
87515		JCESD Oct22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	4.80
87516		LES Oct22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	4.80
87517		MVUSD Oct22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	31.20
87518		STJUSD Oct22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	16.80
87519		TAUSD Oct22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	28.80
87521		TCOE Oct22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	33.60
88581		BRSED Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	7.20
88582		CHYBA Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	2.40
88584		DC Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	21.60
88585		JCESD Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	4.80
88586		LES Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	4.80
88587		MVUSD Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	31.20
88588		STJUSD Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	16.80
88589		TAUSD Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	31.20
88591		TCOE Nov22 Envoy Plan Services		01. 0000.	0. 0000.	7200. 5800.	825.	.	33.60
Check # 5238814	01	Check Amt	50.55	Status Printed	Fastenal Company (000137/2)				
CARE179098		22-23 Maintenance Supplies		01. 0000.	0. 0000.	8100. 4300.	825.	.	50.55
Check # 5238815	01	Check Amt	565.43	Status Printed	Frontier Communications (001182/1)				
010167-5DEC22		22/23 Centranet 010167-5 telephone expenses		01. 0000.	0. 0000.	8100. 5920.	825.	.	565.43
Check # 5238816	01	Check Amt	50.53	Status Printed	Frontier Communications (001182/1)				
051794-5DEC22		22/23 Business line 051794-5 expenses		01. 0000.	0. 0000.	8100. 5920.	825.	.	50.53
Check # 5238817	01	Check Amt	385.04	Status Printed	GovConnection (001390/1)				
73568066		Camtasia Licenses		01. 0000.	0. 0000.	2420. 5800.	825.	.	385.04
Check # 5238818	01	Check Amt	995.00	Status Printed	John W. Kizziar, DDS, INC (001234/1)				
BB11082022		Trinity Smiles BB 11/8/22		01. 0033.	0. 8600.	3140. 5800.	825.	.	336.00
JP12012022		Trinity Smiles JP 12/1/22		01. 0033.	0. 8600.	3140. 5800.	825.	.	135.00
RS12122022		Trinity Smiles RS 12/12/22		01. 0033.	0. 8600.	3140. 5800.	825.	.	203.00
SL11302022		Trinity Smiles SL 11/30/22		01. 0033.	0. 8600.	3140. 5800.	825.	.	136.00
YL11302022		Trinity Smiles YL 11/30/22		01. 0033.	0. 8600.	3140. 5800.	825.	.	185.00
Check # 5238819	01	Check Amt	412.91	Status Printed	Lenovo Inc (001392/1)				
6462819028		Business Staff Laptop Backpacks		01. 7815.	0. 8600.	3140. 4300.	825.	.	412.91
Check # 5238820	01	Check Amt	2,946.19	Status Printed	Lozano Smith (000441/1)				
2177526		General Facilities & Business		01. 0000.	0. 0000.	7100. 5850.	825.	.	2,771.19
2177527		General Labor and Employment		01. 0000.	0. 0000.	7100. 5850.	825.	.	175.00

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 12/1/2022, Ending Check Date = 12/31/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 2 of 6

Register 000846 - 12/21/2022

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5238821	01	Check Amt	610.94	Status Printed	Mendes Supply Co. (000233/1)
R061442	22-23 Maintenance Supplies	01. 0738. 0. 0000. 8100. 4300. 825.			610.94
Check # 5238822	01	Check Amt	65.00	Status Printed	Rob Oakley's Pest Control (001307/1)
10577	22-23 Pest Control	01. 0000. 0. 0000. 8100. 5800. 825.			65.00
Check # 5238823	01	Check Amt	4,883.60	Status Printed	ODP Business Solutions, LLC (001396/1)
279485706001	SELPA Supplies	01. 0000. 0. 0000. 7200. 4300. 825.			96.06
280413659001	Fujitsu ScanSnap iX1600	01. 7815. 0. 8600. 3140. 4300. 825.			4,787.54
Check # 5238824	01	Check Amt	1,380.00	Status Printed	Oxford Consulting Services (001332/2)
158776	Behavioral Services 11/1/22-11/29/22	01. 6512. 0. 5001. 3120. 5800. 826.			1,380.00
Check # 5238825	01	Check Amt	86.80	Status Printed	Plotzke Ace Hardware (000280/1)
378834	22/23 maintenance supplies	01. 0000. 0. 0000. 8100. 4300. 825.			60.84
		01. 9443. 0. 0000. 8100. 4300. 825.			.26
378927	22/23 maintenance supplies	01. 0000. 0. 0000. 8100. 4300. 825.			25.70
Check # 5238826	01	Check Amt	185.26	Status Printed	Pro-Ed (000282/2)
2968811	Psych Forms	01. 6500. 0. 5001. 3120. 4300. 826.		. 650	185.26
Check # 5238827	01	Check Amt	4,410.00	Status Printed	ProCare Therapy (001345/1)
20533422	Behavioral Specialist 11/14/22-11/18/22	01. 6546. 0. 5001. 3120. 5800. 826.			2,205.00
		01. 7817. 0. 3500. 3120. 5800. 825. 0245.			2,205.00
Check # 5238828	01	Check Amt	69.10	Status Printed	SilverScript Insurance Company (001381/1)
GA2426505-JAN 2023	GA2426505 Curry Jan 2023	01.		. 9580.	69.10
Check # 5238829	01	Check Amt	821.70	Status Printed	SISC III-COBRA (001346/1)
119278-JAN2023	Retiree Coon COBRA Jan 2023	01.		. 9580.	821.70
Check # 5238830	01	Check Amt	724.20	Status Printed	SISC III-COBRA (001346/1)
9994-JAN2023	Retiree Deantoni COBRA Jan 2023	01.		. 9580.	724.20
Check # 5238831	01	Check Amt	499.00	Status Printed	State Of Cal Dept Of Justice (000353/1)
620829	Nov 22 Fingerprint Fees	01. 0000. 0. 8600. 7200. 5840. 825.			499.00
Check # 5238832	01	Check Amt	4,445.72	Status Printed	Shasta-Trinity Schools Den (000329/3)
TCOEJAN2023STSIG-D	TCOE Jan 2023 Dental Premiums	01.		. 9580.	4,445.72
Check # 5238833	01	Check Amt	52,391.00	Status Printed	Shasta-Trinity Schools Med (000330/3)
TCOEJAN2023STSIG-M	TCOE Jan 2023 STSIG Medical Premiums	01.		. 9580.	52,391.00
Check # 5238834	01	Check Amt	1,385.10	Status Printed	Shasta-Trinity Schools Vis (000331/3)
TCOEJAN2023STSIG-V	TCOE Jan 2023 Vision Premiums	01.		. 9580.	1,385.10
Check # 5238835	01	Check Amt	257.52	Status Printed	Trinity Co. Solid Waste (000394/1)

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 12/1/2022, Ending Check Date = 12/31/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 3 of 6

Register 000846 - 12/21/2022

Bank Account COUNTY - County

Payment Id	Comment				
Check # 5238835	01	Check Amt	257.52	Status Printed	Trinity Co. Solid Waste (000394/1) - continued
20012DEC22	22/23 solid waste fees				01. 0000. 0. 0000. 8100. 5550. 825. . 257.52
Check # 5238836	01	Check Amt	810.11	Status Printed	Trinity Tire Factory (000928/1)
66923	New Tires/Subaru				01. 0000. 0. 0000. 8100. 5600. 825. . 810.11
Check # 5238837	01	Check Amt	313.02	Status Printed	UnitedHealthcare (001343/1)
318485807-1JAN2023	Retiree Curry Jan 23 318485807-1				01. 9580. . . 313.02
Check # 5238838	01	Check Amt	258.25	Status Printed	NAPA Weaverville Auto Parts (000423/2)
403219	ice ripper				01. 0000. 0. 0000. 8100. 4300. 825. . 4.60
403301	Battery				01. 0000. 0. 0000. 8100. 4300. 825. . 161.48
403457	oil filter engine flush cleaner				01. 0000. 0. 0000. 8100. 4300. 825. . 92.17
Check # 5238839	01	Check Amt	36.23	Status Printed	Weaverville CSD (000424/1)
10839DEC22	22-23 monthly water service				01. 0000. 0. 0000. 8100. 5560. 825. . 36.23
Check # 5238840	01	Check Amt	28.00	Status Printed	Weaverville Sanitary District (000426/1)
1926DEC22	22-23 monthly sewer service				01. 0000. 0. 0000. 8100. 5550. 825. . 28.00
Number of Items		37	82,283.85 Totals for Register 000846		

2023 FUND-OBJ Expense Summary / Register 000846

01-4300	7,622.39	
01-4400	6.17	
01-5200	274.76	
01-5300	390.00	
01-5550	285.52	
01-5560	36.23	
01-5600	1,601.96	
01-5800	7,839.94	
01-5840	499.00	
01-5850	2,946.19	
01-5920	615.96	
01-9110*		82,283.85-
01-9580	60,165.73	
Totals for Register 000846	82,283.85	82,283.85-

Register 000846 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000846 (continued)

* denotes System Generated entry

Net change to Cash 9110

82,283.85- Credit

Register 000846 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000846 (continued)

Page Intentionally Left Blank

Register 000846 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000846 (continued)

Number of Items

74

166,545.20 Totals for Org 309 - Trinity County Office of Education

Register 000846 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2023 FUND-OBJ Expense Summary / Register 000846 (continued)

Page Intentionally Left Blank

Org Recap

Bank Account COUNTY - County

2023 Org Recap

309 - Trinity County Office of Education

Check #	4106885	through	ACH-00006204	Total Count	156	\$401,030.52
---------	---------	---------	--------------	-------------	-----	--------------

01-4300	16,187.78	
01-4400	27,507.17	
01-5200	3,326.93	
01-5300	12,186.00	
01-5550	285.52	
01-5560	36.23	
01-5600	1,601.96	
01-5800	40,216.11	
01-5840	589.00	
01-5850	2,946.19	
01-5920	718.14	
01-9110*		165,766.76-
01-9580	60,165.73	
Totals for Fund 01	165,766.76	165,766.76-
11-4300	330.91	
11-9110*		330.91-
Totals for Fund 11	330.91	330.91-
12-5800	300.00	
12-9110*		300.00-
Totals for Fund 12	300.00	300.00-
14-5800	147.53	
14-9110*		147.53-
Totals for Fund 14	147.53	147.53-
Totals for Org 309	166,545.20	166,545.20-
Net change to Cash 9110		166,545.20- Credit

* denotes System Generated entry

Org Recap

Bank Account COUNTY - County

2023 Org Recap (continued)

Page Intentionally Left Blank

Org Recap

Bank Account COUNTY - County

2023 Org Recap (continued)

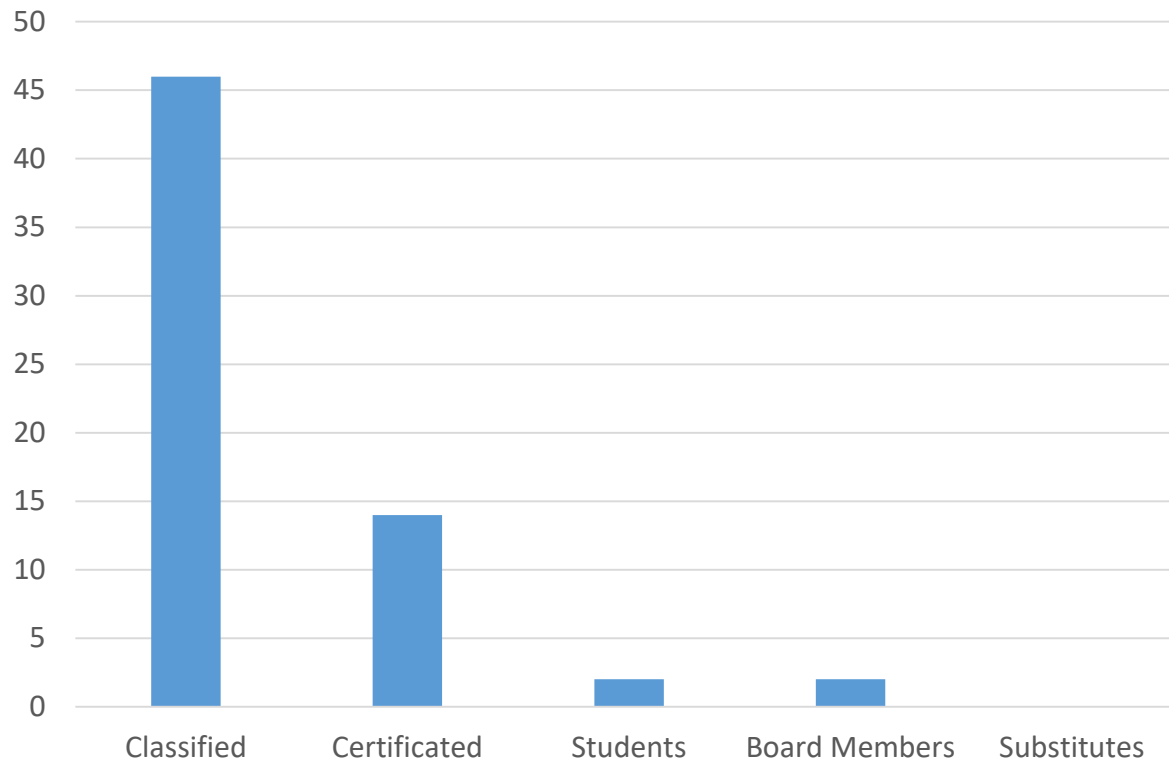
Number of Items

74

166,545.20 Report Totals

Trinity County Office of Education

12/1/2022 - 12/31/2022



Employee Salaries= \$347,832.17

District Liabilities= \$145,832.76

Total Payroll= \$493,664.93

TRANSFER OF FUNDS

The County Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

The total amount budgeted by the County Office for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the County Office may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the County Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the County Auditor. (Education Code 42600)
2. Direct the temporary transfer of monies held in any County Office fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)
3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification(s), or balance any expenditure classifications of the County Office budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)
4. If any special reserve funds that are maintained for capital outlay or other purposes pursuant to Education Code 42842 are not actually encumbered for ongoing expenses, transfer those monies into the general fund for the general operating purposes of the County Office. If any monies remain in the special reserve fund at the conclusion of a project, the County Board may submit a written request to the County Superintendent, Auditor, and Treasurer to discontinue the special reserve fund and transfer those monies to the district's general fund. (Education Code 42841-42843)
5. Transfer monies between other funds or accounts when authorized by law.

6/2022

EDUCATION FOR FOSTER YOUTH**Definitions**

Foster youth, foster child, or student in foster care means any of the following: (Education Code 42238.01, 48853.5)

1. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, whether or not the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361.
2. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727, and is in foster care as defined by Welfare and Institutions Code 727.4(d).
3. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law
5. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is another school that the foster youth attended within the preceding 15 months and with which the foster youth is connected, the County Office liaison for foster youth shall determine, in the best interests of the foster youth, which school shall be deemed the school of origin. This determination shall be made in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth. (Education Code 48853.5)

Best interests of a foster youth means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all County Office students. (Education Code 48850, 48853; 20 USC 6311)

District Liaison

The County Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Foster Youth Services Coordinator

(position or title)

201 Memorial Drive

(address)

(530) 623-2861

(phone number)

(email)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one County Office to another (Education Code 48645.5, 48853.5)
When a student in foster care is enrolling in a County Office school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)
3. Notify a foster youth's attorney and the representative of the appropriate county child welfare agency, when required by law for a foster youth who is undergoing any expulsion or other disciplinary proceeding including a manifestation determination for a foster youth who is a student with a disability, prior to a change in the foster youth's placement. (Education Code 48853.5, 48911, 48915.5, 48918.1)
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services
6. Develop protocols and procedures for creating awareness for County Office staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth
7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate instruction, counseling, tutoring, mentoring vocational training, and other related services for the district's foster youth
8. Monitor the educational progress of foster youth and provide reports to the County Superintendent or designee and the County Board based on indicators identified in the district's local control and accountability plan

The County Superintendent or designee shall regularly monitor the liaison's caseload, as well as additional duties outside of the foster youth program, to ensure that adequate time and resources are provided to meet the needs of foster youth in the County Office.

Enrollment

A student placed in a licensed children's institution or foster family home within the County Office shall attend programs operated by the County Office unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interests of the student to be placed in another education program and submits a written statement to the County Office indicating that determination and an awareness of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate education program is a special education program, if applicable.
 - c. The decision to unilaterally remove the student from the County Office school and to place the student in an alternate education program may not be financed by the County Office.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

3. At the initial placement or any subsequent change in placement, the student exercises the right to continue in the school of origin, as defined above. In any such circumstance, the following shall apply:
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in the school of origin for the remainder of the school year.
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in the school of origin through graduation.
 - d. If the student is transitioning between school grade levels, the student shall be allowed to continue in the County Office in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school in the County Office. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school County Office.

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

The County Office liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from the school of origin, the liaison shall provide the foster youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the foster youth would be served by a transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, regardless of whether the foster youth: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

If the foster youth or a person holding the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, an appeal may be filed with the County Superintendent. The County Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the foster youth or the person holding the right to make educational decisions for the foster youth may appeal that decision to the County Board. The County Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

The County Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable a foster youth to remain in the school of origin, for the duration of the time spent in foster care, when it is in the foster youth's best interest to do so. Such transportation costs may be paid by either the child welfare agency or the County Office, or shared by both. (20)

USC 6312)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the grades shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

Transfer of Coursework and Credits

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

If the entire course was not completed at the previous school, the foster youth shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the County Office may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the County Office finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, the foster youth shall be enrolled in the same or equivalent course, if applicable, to enable the completion of the entire course. (Education Code 51225.2)

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

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

Applicability of Graduation Requirements

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the County Board.

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

To determine whether a foster youth is in the third or fourth year of high school, the County Office shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of school enrollment, whichever qualifies the foster youth for the exemption. (Education Code 51225.1)

The County Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for the foster youth how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about

transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The County Office shall not require or request a foster youth to transfer schools in order to qualify for an exemption and shall not grant any request made by a foster youth or any person acting on behalf of a foster youth for a transfer solely to qualify the foster youth for an exemption. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while still enrolled in school or if the foster youth transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within the fifth year of high school, the County Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for the foster youth of the option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the foster youth's ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if under 18 years of age, the person holding the right to make educational decisions for the foster youth, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

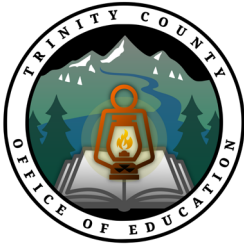
A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Any complaint alleging that the County Office has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the County Office finds merit in a complaint, the County Office shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If CDE finds merit in an appeal, the County Office shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

6/2022



Trinity County Office of Education

Sarah E. Supahan
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 • FAX (530) 623-4489
<https://www.tcoek12.org>

Date: January 2023
To: Trinity County Office of Education Board of Trustees
From: Cindy Blanchard
Subject: Fiscal Report for December 2022

Background Information: Trinity County Office of Education reports monthly to our board on our current fiscal state. The following report is for the current fiscal year for our general fund and a break out of the RISE Academy costs.

Current Situation: Our revenues and expenditures are on target at this time.

Recommendation: This is an informational item, if you have any questions please contact Cindy Blanchard, 530-623-6104x229 or cblanchard@tcoek12.org.



Trinity County Office Of Education
2022/2023
General Fund 01- December 31, 2022

Beginning Balance \$ 2,214,769

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
<u>Revenue Accounts</u>				
Local Control Funding Formula	\$ 4,137,244	\$ 1,654,378	\$ 2,482,866	39.99%
Federal Revenues	\$ 579,135	\$ 28,286	\$ 550,849	4.88%
Other State	\$ 3,749,923	\$ 524,557	\$ 3,225,366	13.99%
Other Local	\$ 1,354,794	\$ 115,175	\$ 1,239,619	8.50%
Total Revenues	\$ 9,821,096	\$ 2,322,396	\$ 7,498,700	23.65%

<u>Expense Accounts</u>				
Certificated Personnel Salaries	\$ 1,522,109	\$ 708,746	\$ 813,363	46.56%
Classified Personnel Salaries	\$ 2,887,647	\$ 1,208,973	\$ 1,678,674	41.87%
Employee Benefits	\$ 2,116,185	\$ 789,558	\$ 1,326,627	37.31%
Books & Supplies	\$ 506,743	\$ 182,942	\$ 323,801	36.10%
Services & Other Operating Srv	\$ 1,310,794	\$ 446,178	\$ 864,616	34.04%
Capital Outlay	\$ 71,520	\$ 56,520	\$ 30,729	79.03%
Spec Ed, Excess Costs	\$ 100,285	\$ -	\$ 100,285	0.00%
Pass Thru to Districts	\$ 1,337,553	\$ 50,806	\$ 1,286,747	3.80%
Indirect Costs	\$ (19,678)	\$ (1,428)	\$ (18,250)	7.26%
Total Expenses	\$ 9,833,158	\$ 3,442,295	\$ 6,406,592	35.01%

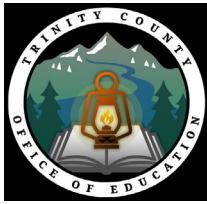
Transfers In, Retiree Ins	\$ 49,744	\$ -
Transfers Out, Retiree Ins	\$ 10,767	\$ -

Budget for Rev/Exp \$ 26,915

Net Ending Balance \$ 2,241,684

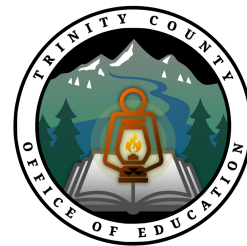
Year to date Revenue Vs Expenses: \$ (1,119,899)

General Fund Cash Balance 12/31/2022 \$ 1,275,397



Trinity County Office Of Education
R.I.S.E Academy
2022/2023
General Fund 01- December 31, 2022

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
<u>Revenue Accounts</u>				
Local Control Funding Formula	\$ 58,232	\$ -	\$ 58,232	0.00%
Federal Revenues	\$ -	\$ -	\$ -	0.00%
Other Local-Billed to District's	\$ 56,465	\$ -	\$ 56,465	0.00%
TCOE Contributions/other funds	\$ 167,284	\$ -	\$ 167,284	0.00%
Total Revenues	\$ 281,981	\$ -	\$ 281,981	0.00%
<u>Expense Accounts</u>				
Certificated Personnel Salaries	\$ 168,661	\$ 75,170	\$ 93,491	44.57%
Classified Personnel Salaries	\$ 27,383	\$ 13,452	\$ 13,931	49.13%
Employee Benefits	\$ 69,601	\$ 31,770	\$ 37,831	45.65%
Books & Supplies	\$ 1,220	\$ 2,711	\$ (1,491)	222.21%
Services & Other Operating Srv	\$ 8,002	\$ 6,942	\$ 1,060	86.75%
Capitlay Outlay	\$ -	\$ -	\$ -	0.00%
Spec Ed, Excess Costs	\$ 7,114	\$ -	\$ 7,114	0.00%
Transfers Out	\$ -	\$ -	\$ -	0.00%
Indirect Costs	\$ -	\$ -	\$ -	0.00%
Total Expenses	\$ 281,981	\$ 130,045	\$ 151,936	46.12%
Budget for Rev/Exp	\$ -			
Year to date Revenue Vs Expenses:		\$ (130,045)		



January 11, 2023

To: Tim Nordstrom, Director of Educational Services
Cindy Blanchard, Chief Business Official

From: Jeff Morris, Facilities Fiscal Analyst

Re: Current Status re School Facilities Projects

COUNTYWIDE

ESSER (II and III) – TCOE facilities staff is continue to work with TCOE team members and individual districts to identify key projects and ensure that processes are followed effectively.

Electric School Buses – We continuing to glean more information from the State and CalStart.org regarding the funding opportunities surrounding infrastructure. Trinity Alps USD has submitted an “application” for infrastructure funding and we will be working with STJUSD to connect with CalStart.org to take similar action.

Kitchen Upgrade Opportunity – CDE grant availability of up to \$ 100,000 for cooking equipment, serving equipment, refrigeration and storage, transportation of ingredients, supporting infrastructure, training and professional development. Details available here:
<https://www.cde.ca.gov/ls/nu/kitcinfrafund2022.asp>

Call OES Hazard Mitigation Plan Development – Hoping to have news on this by early February 2023. Once a plan is in place, we can renew the generator application without doing too much additional work.

Universal Pre-Kindergarten (UPK) – We’re working with multiple districts on implementation (LESD, TAUSD) and future funding applications (potentially JCESD and DCESD).

KEY CAMPUS STATUS *(RECENT AND UPCOMING MAJOR PROJECT SITES)*

BURNT RANCH –

- **Generator: Update:** Recently installed new generator is having operational issues. TCOE is in touch with district to sort these out and find short- and long-term solutions.
- **Previous Campus Rebuild Project Close Out: Update:** Unqualified audit is complete.
- **Solar Project:** Designs are at Division of State Architect and project is moving along
- **Shade Structure:** Designs approved by DSA and manufacturing is beginning

CHYBA (California Heritage Youth Build Academy) – No major updates

Building project is still a possibility but may be a little farther down the road.

COFFEE CREEK – Update: With the installation of heat pumps and a generator, district is working on “surplusing” existing kerosene monitor heaters and tank.

DOUGLAS CITY – Update:

- *Architect RFQ:* We assisted the district in developing an Request for Qualifications for an architect to assist on future projects and, potentially, some longer term strategic planning.
- *Developer Fee Study RFP:* The district also recently approved (at their 01.09.2023 board meeting) an RFP to conduct a Developer Fee Study to potentially increase their developer fees to ensure that future applications with the Office of Public School Construction can be funded at 100% via Financial Hardship status.
- *Shade Structure:* Structure is nearly manufacturing stage and may be available for installation over the summer.

JUNCTION CITY

- *Water System Replacement – Update: Good news!* The application with the State Water Resources Control Board is moving forward and we expect design funding some time in the late spring / early summer.
- *Closing out original construction – Update:* NM&R has done a great job on assisting JCESD in coordinating this work and the initial documents have been submitted to DSA. **Close out of the original project is looking imminent.**
- *Future Modernization –* Still in process with updating enrollment status, etc. Will be taking Douglas City’s process and using it to inform JCESD’s
- *HVAC – Update:* Basic information is with the contractor to develop a rough estimate of proposed project. No funding source has been identified yet.
- *Developer Fee Study: Update:* At their Jan. 19 board meeting, JCESD will consider whether to move forward with a Developer Fee Study, similar to DCESD’s process.

LEWISTON – All projects below are moving forward expeditiously

- *ADA Follow up project –* Lewiston Community Services District’s fire hydrant / water re-route project has been coordinated with Semingson while the Semingson team continues to develop the final design for the ADA follow up work. **Update:** Designs have been submitted to DSA (early Dec. 2022) and we hope for approval by March 31 if not prior. We will re-connect with OPSC to vet out an amendment to the previous project.
- *Facilities Master Plan –* Project is in process with the expectation to have a complete plan by the end of the calendar year. **Update:** Workshop with Lewiston Board will take place in January 2023. Project is moving forward and community engagement piece will happen soon.
- *Universal Pre Kindergarten – Update:* Along with the TCOE’s ECE coordinator, a site visit with Semingson (Architect) took place in mid December and concepts are now being developed.

- *ESSER III / HVAC / Electrical* – The district has engaged Persinger and Associates architects to do an initial assessment and draft design plan as a base line to determine budgets and process for potential implementation. **Update:** We continue to meet monthly with a large team to talk through planning and detail. Hoping for a project outline by the end of January 2023.
- *Additional Projects, Modernization Funds, etc.* – TCOE staff is working with LESD staff and board members to review overall short- and long-term steps for improving the overall campus.

MOUNTAIN VALLEY – No major updates

SOUTHERN TRINITY –

- **HVAC replacement (AB 841) – Update:** Good news! Funding award for design of this project is immanent and should see an award prior to mid February. We can then engage a firm to build out full designs and work towards potential full system replacement.

TRINITY ALPS

- *Main THS Campus* – **Update:** Still a wait and see situation as far as full completion but the window is narrowing. The TAUSD team is CAUTIOUSLY OPTIMISTIC that the campus COULD BE re-occupied in March (*insert multiple caveats here*). While the main challenges that remain are still the HVAC and Fire Alarm systems, even those are heading in the right direction.

TRINITY CENTER – No major updates

TRINITY COUNTY OFFICE OF EDUCATION – No major updates

- **Update:** Semington is finalizing plan/report regarding ADA access for our “campus.” We expect to receive the report and a cost estimate by January 30, 2023. This estimate will drive a number of decisions for TCOE regarding current facilities utilization and future planning.

TRINITY CO-OP

Trinity County Office of Education

Trinity County: A Great Place to Learn!

Trinity County Professional learning network Website: www.tcpln.org

KUDOS



Kudos to Liz Christensen who is always working so hard on paperwork and data at Lewiston - but also ALWAYS present with students and parents who walk into the office. Thank you Liz for being so genuine, kind, and hard working!~ Rachel Hayes

Kudos to Bree Corp for being so positive when it comes to CalPads and student data. She is always eager to learn more and is not afraid to ask the important questions. Thank you! ~Rachel Hayes

Kudos to Jonathan Daniel for always being on it. Jonathan is focused, organized, and a great resource for student data and technology. Thank you for your collaboration and for giving tips and feedback at times

😊 ~ Rachel Hayes

Kudos to Veronica Stewart for being the woman with all of the hats. Not only is she carrying so many tasks for the district, but she is also seeking out new ways to improve and expand. We are working on some difficult credentialing pieces this year, but Veronica is calm, professional and positive when working with prospective teachers and staff. Thank you!! ~Rachel Hayes

Kudos to Mary and her team as she transitioned through a difficult board transition this past fall. ~Tim N

Spring Guidance

<u>SARC</u>	Due Feb. 1
<u>Comprehensive Safety Plan</u>	Due Mar. 1
<u>Healthy Kids Survey</u>	Completed in Jan & Feb
<u>Arts, Music...Block Grant</u>	Plan due before expenditures
<u>LCAP</u>	Due June 30
<u>Local Indicators</u>	Due June 30*
* Local Indicators are to be reported out to the Board at the same meeting as the LCAP is approved. Local Indicators are not entered into the online submission system until fall 2023.	
<u>County Admin Meeting</u>	Jan 31
<u>Math Articulation 8th/HS</u>	Feb 13
<u>County Admin Meeting</u>	Feb 28
<u>Spelling Bee @ WES</u>	Mar 6th
<u>County Admin Meeting</u>	Mar 28
<u>Young Artist Showcase</u>	April 1-25

PFT Updated Requirements

Moving forward, LEAs may want to download and copy DTS's excel sheet for PFT data. This way, the file would then just need to be sent in each spring to DTS for upload to the SARC template.

The 2022–23 physical fitness test (PFT) is to be administered between February 1 and May 31, 2023, in accordance with the 2021–22 changes noted below.

Administration and data reporting requirements of the PFT:

- Administration
 - Body Composition component is no longer required
 - The reporting of student performance using the Healthy Fitness Zones are not required
- Reporting
 - Schools are not required to collect or use height and weight, including body mass index, for data reporting
 - Schools are not required to collect or use gender for data reporting
 - Schools are not required to collect or use age for data reporting
 - Student participation (by component, by grade) shall be reported in the LEA's annual School Accountability Report Card (SARC)

Professional Learning Opportunities

CISC Leadership Symposium

The CISC Leadership Symposium is designed to inspire transformation, ignite leadership, innovate teaching and learning and impact equity. <https://www.ciscsymposium.org/>

Mt. Lassen Math Conference

Details of Mount Lassen Math Conference 2023 are as follows. The event is Saturday, January 28, 8am-3pm with keynote speaker Peter Liljedahl (author of Building Thinking Classrooms). All the

information can be found by visiting the website at <https://sites.google.com/view/mountlassenmathcouncil/home>.

CA Kindergarten Conference

Date: January 13, 2023 to January 15, 2023

Location: Santa Clara, CA

<https://californiakindergartenassociation.org/californiakindergartenconference/>

Good Teaching Conference North

February 3 - February 5

Hyatt Regency SFO 1333 Old Bayshore Hwy, Burlingame

The CTA Good Teaching Conferences supports excellent teaching and learning practices for classroom teachers via peer-to-peer instruction.

<https://www.cta.org/event/2023-gtcnorth>

Teaching Behaved Brains: Managing School and Classroom Behaviors

Strategies for Students With ADHD, Challenging and Disruptive Behaviors, and Emotional and Executive Disorders

<https://www.edsurge.com/e/learning-and-the-brain-winter-conference-teaching-behaved-brains-san-francisco-ca-on-2023-02-17>

CPM Math Conference

February 25 & 26, 2023

Hyatt Regency – San Francisco, Burlingame, CA

<https://cpm.org/cpm-2023-teacher-conference/>

CUE Spring Conference

Be inspired, connect with fellow educators, and learn about the latest ideas in teaching and learning and the best educational technology for your classroom!

Date: March 16 - 18, 2023

Venue: Palm Springs Convention Center

TEACHER NEWSLETTER

Trinity County Office of Education

Trinity County: A Great Place to Learn!

Student Events

Spelling Bee

This year's Spelling Bee will occur on March 6, 2023 at the Weaverville gymnasium. For grades 4-9th. Contact jdixon@tcoek12.org.

History Day

History Day will occur in early March. Location will be determined by participating schools. Students may begin working on projects now. [CA History Day](#) link. Contact jdixon@tcoek12.org.

Young Artist's Showcase

YAS will be held during April 1-30th at the Highland Art Gallery. Remember to save your student's artwork throughout the year. Details to follow in Jan. 2023

STEAMEXPO

This event typically occurs during the 3rd or 4th week in May. Last year, the event was only open to middle school students and was a day event. The committee will begin planning for what this year will look like and for which grades will participate in early spring. If you would like to be a part of the planning, please contact jdixon@tcoek12.org.

Moot Court

Moot Court will be starting back up this year for 12th grade students. Event will occur in May. Location TBD. Contact jdixon@tcoek12.org.

Professional Learning Opportunities

CISC Leadership Symposium

The CISC Leadership Symposium is designed to inspire transformation, ignite leadership, innovate teaching and learning and impact equity. <https://www.ciscsymposium.org/>

Mt. Lassen Math Conference

Details of Mount Lassen Math Conference 2023 are as follows. The event is Saturday, January 28, 8am-3pm with keynote speaker Peter Liljedahl (author of Building Thinking Classrooms). All the information can be found by visiting the website at <https://sites.google.com/view/mountlassenmathcouncil/home>.

CA Kindergarten Conference

Date: January 13, 2023 to January 15, 2023
Location: Santa Clara, CA

<https://californiakindergartenassociation.org/californiakindergartenconference/>

Good Teaching Conference North

February 3 - February 5
Hyatt Regency SFO 1333 Old Bayshore Hwy, Burlingame

The CTA Good Teaching Conferences supports excellent teaching and learning practices for classroom teachers via peer-to-peer instruction.

<https://www.cta.org/event/2023-gtcnorth>

Teaching Behaved Brains: Managing School and Classroom Behaviors

February 17-19, 2023

The Fairmont Hotel, San Francisco, CA or Virtually via Zoom

Strategies for Students With ADHD, Challenging and Disruptive Behaviors, and Emotional and Executive Disorders

<https://www.edsurge.com/e/learning-and-the-brain-winter-conference-teaching-behaved-brains-san-francisco-ca-on-2023-02-17>

CPM Math Conference

February 25 & 26, 2023

Hyatt Regency – San Francisco, Burlingame, CA

<https://cpm.org/cpm-2023-teacher-conference/>

CUE Spring Conference

Be inspired, connect with fellow educators, and learn about the latest ideas in teaching and learning and the best educational technology for your classroom!

Date: March 16 - 18, 2023

Venue: Palm Springs Convention Center

<https://cue.org/events/24770>

Interim CAASPP Tests

CAASPP Interim tests are a great tool to use as a benchmark assessment as either a summative or formative test. They are also a great tool to use to teach students how to take the test and the computer skills necessary to be successful.

There are three types of interims available:

1. Comprehensive Assessments
 - a. Example: Grade 3 Math
2. Assessment Blocks
 - a. Example: Grade 3 Math, Operations and Algebraic Thinking
3. Focused Assessment Blocks
 - a. Example: Grade 3 Math, Time, Volume and Mass

CAASPP Interim Resource Link: <https://www.caaspp.org/ta-resources/interim.html>



2023 CA Distinguished Schools

Congratulations to the following three school districts:

Burnt Ranch Elementary School District
Douglas City Elementary School District
Junction City Elementary School District

The California Distinguished Schools program recognizes schools for their excellent work in one of two categories: closing the achievement gap and achieving exceptional student performance. [Elementary and middle and high schools](#) are recognized in alternate years; therefore, awardees hold the title for two years.

State Superintendent of Public Instruction Tony Thurmond announced that more than 350 elementary schools have been selected for the prestigious 2023 California Distinguished Schools Program



SHASTA-TRINITY SCHOOLS
INSURANCE GROUP

Serving Schools Since 1980

MEMORANDUM

DATE: December 2, 2022
TO: WORKERS' COMPENSATION PROGRAM MEMBERS
FROM: Brooks Rice, Executive Director
SUBJECT: ANNUAL CERTIFICATION (EC42141) REGARDING WORKERS' COMPENSATION

Pursuant to EC 42141, each member district shall advise its Governing Board if there is an estimated unfunded liability for Workers' Compensation.

STATEMENT

The Shasta-Trinity Schools Insurance Group JPA does have total assets sufficient to pay the Workers' Compensation self-insured claims and therefore has no unfunded liabilities.

Please advise your Governing Board of compliance with the Education Code by reporting the above statement.

If you have any questions, please do not hesitate to contact the JPA at 530-221-6444.

Thank you,

Brooks Rice
Executive Director



TRINITY ALPS

UNIFIED SCHOOL DISTRICT

Phone: 530-623-6104 · Fax: 530-623-3418 · P.O. Box 1227 · 321 Victory Lane · Weaverville, CA 96093 · tausd.org

January 6, 2023

Fabio Robles, Ed.D.
Trinity County Superintendent of Schools
Trinity County Office of Education
201 Memorial Lane
PO Box 1256
Weaverville, Ca 96093

Dear Superintendent Robles:

This is to notify Trinity County Office of Education that Trinity Alps Unified School District respectfully notifies you of termination of the agreement to operate RISE Academy dated March 2021. This is under section IX of the agreement, and termination is effective June 30, 2023. Thank you very much for the years of service to our most vulnerable population.

We look forward to working with you further on serving the children of Trinity County.

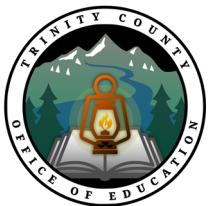
Sincerely,



Jaime Green
Trinity Alps Unified School District, Superintendent



Superintendent Jaime Green



Trinity County Office of Education

Fabio Robles, Ed. D
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256

Date: January 12, 2023
To: Trinity County Board of Education
From: Tim Nordstrom
Subject: Schools Accountability Report Card (SARC)

Background Information:

1. What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals.

2. What information does the SARC contain?

State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

3. How often must a SARC be updated?

School report cards must be updated annually and published by February 1. The approved SARC reflects the previous school year's information.

Current Situation:

The Trinity County Office of Education is required to provide and post a Board approved SARC for R.I.S.E. Academy by Feb. 1, 2023.

Recommendation:

Approve School Accountability Report Card (SARC) 21-22 SY for R.I.S.E. Academy

R.I.S.E. Academy

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	R.I.S.E. Academy
Street	321 Victory Lane
City, State, Zip	Weaverville
Phone Number	5306232861244
Principal	Jade Tyner
Email Address	jtyner@tcoek12.org
School Website	http://www.trinityriseacademy.org/
County-District-School (CDS) Code	53105380132423

2022-23 District Contact Information

District Name	RISE ACADEMY
Phone Number	530-623-2861
Superintendent	Tim Nordstrom
Email Address	tnordstrom@tcoek12.org
District Website Address	www.tcoek12.org

2022-23 School Overview

R.I.S.E. Academy is a K-12 program that started with one classroom that opened in the 18-19 school year. For 2021-22, R.I.S.E. has two classrooms, one K-6 and one 7-12. R.I.S.E. Academy is a Trinity County Office of Education (TCOE) school and has two certificated teachers with one full-time classroom aide and one part-time aide per class. The principal for R.I.S.E. is a full-time Trinity County Office of Education Employee with other duties as the Director of Special Programs. The school is overseen by the Assistant Superintendent along with office support provided by TCOE staff. The classrooms are equipped with supplies to support various teaching techniques and differentiated instruction. The classroom has a low pupil-to-teacher ratio which enables the students to receive more individual attention, thereby increasing their chances of academic, behavioral and social/emotional success.

Staff is dedicated to working with parents and students to help develop the academic and behavioral skills that will ensure a successful future for each child. R.I.S.E. Academy uses a positively oriented behavioral program with a strong academic approach that helps students learn to achieve success and view themselves as important, worthy, and competent. R.I.S.E. Academy is a dynamic, vibrant, and nurturing environment. We value diversity and recognize that every student has a unique voice, developmental rate, and learning modalities.

Our mission is to be a comprehensive alternative school serving at-risk students who need a second chance to succeed. Our vision is "Changing lives and renewing hope."

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		1/10/23	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature, Glencoe, Adoption Year 2007	Yes	0%
	English, Springboard, Adoption Year 2012		
	Fueleducation, Adoption Year 2017		
Mathematics	Geometry, Glencoe/McGraw, Adoption year 2009	Yes	0%
	Algebra II: Applications, Equations, and Graphs, McDougal Littell, Adoption Year 2007		

	Pre-calculus, Houghton Mifflin, Adoption Year 2007 Graph, Numerical, Algebraic, Adoption Year 2007 Statistics, Modeling the World, Adoption Year 2007 FuelEducation, Adoption Year 2017		
Science	Concepts and Applications, Brooks/Cole, Adoption Year 2003 Physical Science, McGraw-Hill, Adoption Year 2002 Chemistry, McGraw-Hill, Adoption year 2002 Physics, John Wiley and Sons, Adoption Year 2006 Anatomy, Holes Essentials of Anatomy/Physiology, Adoption year 2017 FuelEducation, Adoption year 2017	Yes	0%
History-Social Science	World History: Modern Times, Glencoe, Adoption year 2006 Modern Times: The American Vision, Glencoe, Adoption year 2006 Economics, Principles in Action, Prentice Hall, Adoption Year 2001 FuelEducation, Adoption year 2017	Yes	0%
Foreign Language	Realidades A and B, Prentice Hall, Adoption Year 2007 FuelEducation, Adoption year 2017	Yes	0%
Health	Health, Glencoe, Adoption year 2008 FuelEducation, Adoption year 2017	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Trinity County Community School is renting the facilities of the Trinity Alps School District. R.I.S.E. has two classrooms, one for elementary and middle school students and one for high school. Both classrooms have access to a single stall restroom. We do not have a gym/cafeteria or kitchen on either site, and instead we utilize services and facilities of Trinity Alps School District. All facilities are serviced by Trinity Alps School District. Both classrooms were modernized and remodeled during the summer of 2021.

Year and month of the most recent FIT report	1/10/2023
---	-----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		THS RISE Classroom: The door has a little difficulty closing, but it does close and lock. A facilities request has been made to Trinity Alps Unified to fix the door.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

Due to the consistent changing of students and the majority of CTE courses located at the high school, students must earn a certain level on the school tiered behavioral support system in order to attend these CTE elective courses in person at the high school. This is generally done as a step toward completing their rehabilitation plan and slowly reintegrating each student back into their high schools. Additionally, all students participate in whole class CTE programs, such as Robotics, Career Skills, Community Service, Gardening, and other courses. Upon completing their rehabilitation plan, students are able to re-enroll in the local high school to fully participate in CTE classes. All students have access to CTE courses at the High School (if their behavior merits it) and those offered online.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent involvement is essential for student success. Our staff works closely with parents and students to create a learning environment which promotes student achievement in academics and behavior. R.I.S.E. Academy utilizes a unique approach to teacher/parent communication in that parents are notified daily concerning their child's behavior and academic progress via Daily Progress Reports (DPRs). This immediate feedback benefits parents and students alike.

From the very beginning of student's enrollment at R.I.S.E., parents are a part of the process. At an enrollment (intake), the parent must be present so that they can understand how R.I.S.E. works. There are various opportunities for parents throughout the year including parenting classes using Love and Logic Curricula. Parents are always invited to volunteer and or visit the classroom. Regular teacher/parent meetings are held to discuss student progress.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

The RISE School Comprehensive Safety Plan is reviewed and updated annually. The Parent Advisory Committee approves the Plan, which is made up of classified, certificated, administrators, and parents and community members. The Plan is submitted to the Governing Board for their adoption by March 1st of each year. Care is taken to assure that the Plan is workable, realistic, and in full compliance with all Federal and State laws and Board Policy.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and safety team on August 19, 2022. Key elements of the plan include monthly safety drills, crisis intervention plans, emergency evacuation and disaster preparedness, action plan for the improvement of both the physical and social environment of the school, emergency contacts, and board policies.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	26,437.20	1,237.58	25,199.62	67,761
District	N/A	N/A	n/a	
Percent Difference - School Site and District	N/A	N/A	n/a	67,761
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	99.6	0.1

2021-22 Types of Services Funded

R.I.S.E. Academy receives services from Trinity Alps Unified and the Trinity County Office of Education as needed. Probation and Behavioral Health also are available at the site as needed. The small number of students makes it easier for the teachers to keep track of their progress and goals. Students are enrolled into R.I.S.E. Academy for a variety of reasons which include expulsion, probation, SARB and voluntary. Many students try to make up credits and/or correct their behavior so they can return to their home school.

All classes necessary to graduate from high school are offered at the school. RISE Academy provides curriculum that meets the standards for each grade level. The program will provide the following curriculum materials: Online curriculum, student textbooks, special workbooks & supplemental materials, and basic student school supplies as needed along with enrichment activities such as field trips and community outings.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
-----------------------------------	--

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

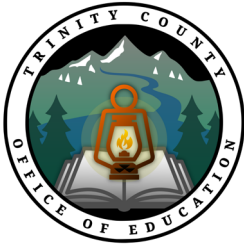
The primary teacher for the each classroom is new this year, as is the principal. Due to the 'newness' of the staff, professional development is both specific and general. Specific as to the procedures and processes of the R.I.S.E. Academy handbook, and general for the trauma informed practices that are used in the program. Currently alternative behavior strategies and trauma-informed practices are the focus of professional development for the teachers and aides.

The teachers and the aides participate in Trinity County's Professional Development Day for Educators. This is an annual event that occurs every fall and provides professional development over a wide range of topics.

The principal gathers feedback and input from students and parents for continuous improvement and planning for each month and school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4



Trinity County Office of Education

Sarah E. Supahan
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 • FAX (530) 623-4489
<https://www.tcoek12.org>

Date: January 2023
To: Trinity County Office of Education Board of Trustees
From: Cindy Blanchard
Subject: Annual Audit for 2020/2021 Fiscal Year

Background Information: An annual audit is performed during and after the close of a fiscal year. Our audit for the 2020/2021 fiscal year was delayed due to additional audit requirements.

Current Situation: To flow is our annual audit for the 2020/2021 fiscal year.

Recommendation: This is an informational item, if you have any questions please contact Cindy Blanchard, 530-623-6104x229 or cblanchard@tcoek12.org.



Schedule of Findings and Questioned Costs
June 30, 2021

Trinity County Office of Education

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	Yes
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

Name of Federal Program or Cluster	Federal Financial Assistance Listing/ Federal CFDA Number
Forest Reserve Funds	10.665
Dollar threshold used to distinguish between type A and type B programs	\$750,000
Auditee qualified as low-risk auditee?	Yes

State Compliance

Type of auditor's report issued on compliance for programs	Unmodified
--	------------

The following finding represents a material weakness related to financial statements that is required to be reported in accordance with *Governmental Auditing Standards*. The finding has been coded as follows:

	<u>Five Digit Code</u>	<u>AB 3627 Finding Type</u>
	30000	Internal Control
2021-001	30000	

Criteria or Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure the financial statements are free from material misstatement, whether due to error or fraud. Such internal controls should include a review of all adjusting entries, reclassifying entries, and conversion entries used in the preparation of the County's financial statements. The County should ensure that all applicable accounting principles are adhered to when preparing the financial statements.

Condition

During the course of our engagement, we identified material misstatements of balances, as reported on the 2020-2021 unaudited actual financial statements. The description of the misstatement is as follows:

- County School Service Fund: The County did not record the fair market value adjustment of the cash in county treasury in the amount of \$19,470.
- County School Service Fund: The County did not record revenues for the County Safe Schools for All program in the amount of \$60,000.
- County School Service Fund: The County recorded certain local revenue into federal revenue in the amount of \$100,000.

Question Costs

There were no questioned costs associated with the condition identified.

Context

The condition was identified through inquiry with County personnel and through review of available County records related to balances reported in the County's 2020-2021 unaudited financial statements.

Effect

The effect of the unrecorded items, as identified in the condition above, increased the ending fund balances of the County School Service Fund by \$40,530 as of June 30, 2021.

Cause

The cause of the condition identified appears to be due to inadequate review processes related to the preparation of the County's year-end financial statements, which includes the review of various transactions to determine their proper reporting period.

Repeat Finding

No.

Recommendation

A thorough review of the County's financial statements, including all adjusting entries, reclassifying entries, and conversion entries should take place before the financial statements are finalized by the County's business department.

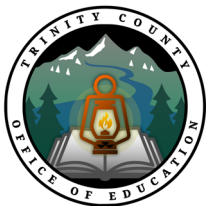
Corrective Action Plan and Views of Responsible Officials

The CBO will continue providing training to the business services staff to regularly monitor throughout the year account strings revenues are posted to and ensure they are recorded in the correct period. In addition, as part of the closing process the CBO will calculate and post the necessary fair market value adjustments for the cash in county treasury balances.

None reported.

None reported.

There were no audit findings reported in the prior year’s Schedule of Findings and Questioned Costs.



Trinity County Office of Education

Fabio Robles, Ed. D
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256

Quarterly Report on Williams Uniform Complaints *Education Code §35186*

2022-2023 School Year

- ☐ July 1 through September 30, 2022
- ☒ October 1 through December 31, 2022
- ☐ January 1 through March 31, 2023
- ☐ April 1 through June 30, 2023

January 4, 2023

To Whom It May Concern:

For the period of October 1, 2022, through December 31, 2022, Trinity County Office of Education has had no complaints regarding insufficient textbooks, teacher certification, and assignments or the safety and maintenance of its facility.

Sincerely,

Cindy Blanchard
Chief Business Official

ORGANIZATION

Each year, the County Board shall hold an annual organizational meeting. In any year in which a regular election of County Office County Board members is conducted, the organizational meeting shall be held within 15 days following the second Friday in December after the regular election. During all other years, the meeting may be held on any date in December, but no later than December 20th. (Education Code 35143)

During any year in which a regular election is conducted, the County Board, at the regular meeting held immediately prior to the second Friday in December, shall select the day and time of the organizational meeting. For any other year, the day and time of the organizational meeting shall be selected at the last regular meeting held immediately before the annual meeting. On behalf of the County Board, the Superintendent shall notify the County Superintendent of Schools of the day and time selected. Within 15 days prior to the date of the annual meeting, the Superintendent shall notify in writing all County Board members and members-elect of the date and time selected for the meeting. (Education Code 35143)

At this meeting the County Board shall:

1. Elect a president and a clerk and/or vice president from its members
2. Appoint the Superintendent as secretary to the County Board
3. Authorize signatures
4. Approve a schedule of regular meetings for the year and a County Board governance calendar stating the time when the County Board will address important governance matters
5. Designate County Board representatives to serve on committees or commissions of the County Office, other public agencies, or organizations with which the County Office partners or collaborates
6. Review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities including, but not limited to, governance standards, meeting protocols, County Board rules and bylaws, and other County Board development materials

Election of Officers

The County Board shall each year elect its entire slate of officers.

The election of County Board officers shall be conducted during an open session of the annual organizational meeting.

(9/92) 9/22

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The County Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the County Office shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The County Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the County Board and submitted to the county office of education and the County Superintendent of Public Instruction (SPI). (Education Code 56195.1, 56195.3)

Each year, the County Superintendent or designee shall provide to the County Board any data and/or information regarding the special education funding generated by the County Office as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee

of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

(02/98) 12/22

of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

(02/98) 12/22

**Board
Approved:**

**TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA**

COMPREHENSIVE PLAN FOR SPECIAL EDUCATION**Definitions**

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

Elements of the Local Plan

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to:

(Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
 - a. Free appropriate public education
 - b. Full educational opportunity
 - c. Child find and referral
 - d. Individualized education programs, including development, implementation, review, and revision
 - e. Least restrictive environment
 - f. Procedural safeguards
 - g. Annual and triennial assessments
 - h. Confidentiality
 - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
 - j. Children in private schools
 - k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
 - l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
2. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education

Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)

- n. Performance goals and indicators
 - o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
 - p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
 - q. Maintenance of financial effort
 - r. Opportunities for public participation before adoption of policies and procedures
 - s. Suspension and expulsion rates
 - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
 - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
 - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each LEA within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures
 3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.
 4. Beginning July 1, 2027, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:
 - a. Support the County Board of the SELPA will provide to participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans
 - b. The ways in which the County Board of the SELPA will connect participating agencies in need of technical assistance to the statewide system of support
 - c. The services, technical assistance, and support the County Board of the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
 5. A description of programs for early childhood special education from birth through five years of age
 6. A description of the method by which members of the public, including parents/guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
 7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan

8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE
9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing.
(Education Code 56205)

Availability of the Plan

The County Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the County Office and shall be accessible to any interested party. (Education Code 56205.5)

(4/03) 12/22

COMPREHENSIVE SAFETY PLAN

The County Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the County Board for approval. (Education Code 32286, 32288)

The County Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, County Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the County Superintendent or designee shall notify the California Department of Education. (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the County Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The County Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The County Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The County Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

(11/11) 12/22

COMPREHENSIVE SAFETY PLAN**Development and Review of Comprehensive School Safety Plan**

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of

students, parents/guardians, and staff regarding their perceptions of school safety.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
 - b. An earthquake emergency procedure system in accordance with Education Code 32282
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

Among the strategies for providing a safe environment, the comprehensive safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians
7. Annual notification to parents/guardians related to the safe storage of firearms
8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
11. Measures to prevent or minimize the influence of gangs on campus
12. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content
14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity
16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity
17. Strategies for suicide prevention and intervention
18. District policy and/or plan related to pandemics
19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
20. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure

- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
 - f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
 - g. Development of a method for the reporting of violent incidents
 - h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
- 21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques. Such training shall include preparation to implement the elements of the safety plan
 - 22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants
 - 23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

(11/11) 12/22

**Board
Approved:**

**TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA**

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The County Board of Education desires to ensure the most effective use of available state funding to improve student achievement and other outcomes for all students. A comprehensive, data-driven planning process involving local stakeholders shall be used to identify annual goals for the county office of education (COE) and specific actions which are aligned with the COE budget.

The County Board shall consider for adoption a proposed local control and accountability plan (LCAP) presented by the County Superintendent of Schools. The LCAP shall address the state priorities specified in Education Code 52066 and any additional local priorities established by the County Board. (Education Code 52066)

The LCAP shall focus on improving outcomes for all students, particularly those who are identified as "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups are ethnic subgroups, socioeconomically disadvantaged students, English learners, and students with disabilities when there are at least 30 students in the subgroup, and foster youth and homeless students when there are at least 15 students in the subgroup. (Education Code 52052)

On or before July 1 of each year, the County Board shall consider for adoption any update to the COE LCAP required pursuant to Education Code 52067.

Content and Structure of the Plan

The COE LCAP and annual updates shall adhere to the template provided by the State Board of Education (SBE) and shall include, for each school or program operated by the County Superintendent: (Education Code 52066)

1. A description of the annual goals to be achieved for all students and for each numerically significant student subgroup, for each of the following state priorities as applicable to the students served:
 - a. The degree to which teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts to seek parent/guardian input in making decisions for each school site and COE program, and how the County Superintendent will promote parent/guardian participation in programs for unduplicated students and students with disabilities
 - d. Student achievement, as measured by the following, as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved CTE standards and frameworks, including, but not limited to, those described

- in Education Code 52302(a), 52372.5(a), or 54692(e)(2); and have successfully completed both college entrance courses and CTE sequences or programs
- iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220(a)-(i), as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220(a)-(i), as applicable
- i. How the County Superintendent will coordinate instruction of expelled students offered pursuant to Education Code 48926
- j. How the County Superintendent will coordinate services for foster youth, including, but not limited to, all of the following:
 - i. Working with the county child welfare agency to minimize changes in school placement
 - ii. Providing education-related information to the county child welfare agency to assist the agency in the delivery of services to foster youth, including, but not limited to, educational status and progress information that is required to be included in court reports
 - iii. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services
 - iv. Establishing a mechanism for the efficient and expeditious transfer of health and education records and the health and education passport
- 2. Goals identified for any local priorities established by the County Board.
- 3. A description of the specific actions the County Superintendent will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the jurisdiction of the County Superintendent.

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52066)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate the applicable level of increased or improved services to unduplicated students. The LCAP shall explain how the funding apportioned based on the number and concentration of unduplicated students is used and how services are provided, whether by school site or countywide, to meet the needs of unduplicated students and to improve the performance of all students in the state priority areas. (5 CCR 15494, 15496)

Services that may be considered for this purpose include, but are not limited to, those associated with the delivery of instruction, administration, facilities, student support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services. (5 CCR 15495)

When supplemental and/or concentration grant funds are to be expended on a countywide basis, the LCAP shall identify the services being funded and describe how they are principally directed towards, and effective in, meeting the COE's goals for unduplicated students in the state and local priority areas, as applicable. (5 CCR 15496)

Adoption of the Plan

For the purpose of reviewing the proposed LCAP, the County Board may consider quantitative data presented by the County Superintendent as well as qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52066)

The County Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The public hearing shall be held at the same meeting as the public hearing that is required prior to the adoption of the COE budget in accordance with Education Code 1620. (Education Code 1620, 52068)

At the same public meeting at which the COE budget is adopted, but prior to considering and adopting the budget, the County Board shall adopt the LCAP or the annual update to the LCAP. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 1622, 52068)

At the same meeting and in the same manner as the adoption of the LCAP and annual update to the LCAP, the County Board shall adopt an LCFF budget overview for parents/guardians to be attached as a cover to the LCAP. The overview shall include specified information related to the COE's budget and shall be based on the template developed by the Superintendent of Public Instruction (SPI). (Education Code 52064.1)

At any time during the period in which the LCAP is in effect, the County Board may adopt revisions to the plan presented by the County Superintendent, provided that the County Board follows the same process for adopting the LCAP pursuant to Education Code 52068 and the revisions are adopted in a public meeting. (Education Code 52068)

Monitoring Progress

At least annually, the County Board shall review data presented by the County Superintendent regarding the COE's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of COE and school performance reported on the California School Dashboard and any additional indicators established by the County Board and County Superintendent for state and local priorities.

Evaluation data shall be used to recommend any necessary revisions to the LCAP.

IDEA Addendum

When the County Board is presented with an Individuals with Disabilities Education Act (IDEA) Addendum, required pursuant to Education Code 52064.3, resulting from SBE notification that the COE is needing an improvement plan pursuant to 34 CFR 300.600-300.647, the County Board shall consider the Addendum for adoption in the same manner as the COE LCAP or annual update to the LCAP.

Submission of Plan to Superintendent of Public Instruction

Not later than five days after adoption of the LCAP, the COE budget, and the LCFF budget overview for parents/guardians, the County Board shall file the LCAP, the budget, and the budget overview with the SPI.

(Education Code 1622, 52064.1, 52070.5)

Additionally, no later than 15 days after the adoption of the IDEA Addendum, when applicable, the Addendum shall be filed with the SPI. (Education Code 52064.3)

If the SPI sends, by August 15, a written request for clarification of the contents of the LCAP or the annual update, the County Board shall respond in writing within 15 days of the request. If the SPI then submits recommendations for amendments to the LCAP within 15 days of receiving the County Board's response, the County Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070.5)

Technical Assistance/Intervention

If the SPI does not approve the COE's LCAP or if the County Board requests technical assistance, the County Board shall receive technical assistance from the SPI focused on revising the plan so that it can be approved. (Education Code 52071.5)

When one or more numerically significant student subgroups meet the criteria for assistance and intervention established pursuant to Education Code 52064.5, the COE shall receive any technical assistance offered by the SPI to build the COE's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to: (Education Code 52071.5)

1. Receiving assistance in the identification of COE strengths and weaknesses in regard to state priorities in the LCAP, including collaboration between the COE and SPI to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data, and assistance in the identification of effective, evidence-based programs that address any areas of weakness
2. Receiving assistance from an academic expert or team of experts in the identification and implementation of effective programs that are designed to improve performance in any identified areas of weakness. The COE may consult with the SPI to engage another service provider, including, but not limited to, a school district, COE, or charter school, to provide such assistance.
3. Providing the SPI with timely documentation of the COE's completion of activities listed in Items #1-2 above, or substantially similar activities, and engaging in ongoing communication with the SPI to assess the COE's progress in improving student outcomes
4. Receiving advice and assistance from the California Collaborative for Educational Excellence pursuant to Education Code 52074(g)

If the SPI identifies the COE as needing intervention pursuant to Education Code 52072.5, the COE shall cooperate with any SBE-approved action taken by the SPI or by any academic advisor appointed by the SPI, which may include any of the following: (Education Code 52072.5)

1. Revision of the COE's LCAP
2. Revision of the COE's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any COE action that would prevent the COE from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Plan to Support Districts and Schools within the County

At the same public meeting that the County Board adopts the COE LCAP or update to the LCAP, the County Board shall receive, the County Superintendent's plan to support districts and schools within the county in implementing their LCAPs.

(1/20) 12/22

**Board
Approved:**

**TRINTIY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA**

LOCAL CONTROL AND ACCOUNTABILITY PLAN**Goals and Actions Addressing State and Local Priorities**

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, including the IDEA Addendum as applicable, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52064.3, 52065)

12/22

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA

FINANCIAL REPORTS AND ACCOUNTABILITY

The County Board is committed to ensuring public accountability and the fiscal health of the County Office. The County Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

The County Superintendent or designee shall ensure that County Office financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The County Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the County Board, the County Superintendent or designee shall submit to the County Board reports of the district's financial status, including, but not limited to, any report specified in this County Board policy or accompanying administrative regulation. When submission of any such report to a local, state, and/or federal agency requires prior County Board approval, the County Superintendent or designee shall provide the report to the County Board in sufficient time to enable the County Board to carefully review the report without breaking any applicable submission deadline.

The County Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If County Office conditions predict fiscal distress or indicate that the County Office might not be able to meet its fiscal obligations, the County Board and County Superintendent or designee shall take action to resolve these conditions without delay. The County Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to provide the County Office with needed advice or fiscal management or training.

Unaudited Actual Receipts and Expenditures

On or before September 15, the County Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The County Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the County Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the County Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year, the County Superintendent or designee shall submit two interim reports to the County Board. The first report shall cover the district's financial and budgetary status for the period ending October 31 and the second report shall cover the period ending January 31. These reports and supporting data shall be made available by the County Office for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the County Board shall approve the interim report and, on the basis of the interim report and any additional financial information known by the County Board, shall certify in writing whether the County Office will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the County Office will meet its financial obligations for the current fiscal year and two subsequent fiscal years.

2. "Qualified certification" indicating that the County Office may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the County Office will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the County Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the County Office receives a qualified or negative certification from the County Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent. (Education Code 42131)

If the second interim report is accompanied by a qualified or negative certification, the County Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

If at any time during the fiscal year, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the district's financial and budgetary conditions, the County Board shall review any report of the County Superintendent's findings and recommendations at a public County Board meeting. Within 15 days of receiving the report, the County Office shall notify the County Superintendent and the SPI of the Board's proposed actions on the recommendation. (Education Code 42637)

Audit Report

By April 1 of each year, the County Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the County Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm whose lead or coordinating audit partner having primary responsibility for the audit or whose audit partner responsible for reviewing the audit has performed audit services for the County Office in each of the six previous fiscal years shall not be selected to perform a County Office audit. (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the County Board shall review, at an open meeting, the annual County Office audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The County Board shall have an opportunity at the meeting to ask questions of the auditor and request further information

about the audit findings.

Audit Committee

The County Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The committee shall serve in an advisory capacity and may:

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit
3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses
4. Participate with the independent auditor in presenting the audit report to the County Board
5. Review County Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting
6. Provide input on the effectiveness of the independent auditor
7. Periodically report to the County Board regarding the status of previous audit recommendations for improving the accounting and internal control systems

(11/04) 12/22

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA

FINANCIAL REPORTS AND ACCOUNTABILITY**Interim Reports**

Each interim report developed pursuant to Education Code 42130 shall include an assessment of the County Office budget as revised to reflect current information regarding the adopted state budget, County Office property tax revenues, if any, and ending balances for the preceding fiscal year. (Education Code 42130, 42131)

Interim reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted County Office budget and the second interim report shall be compared to the projections in the first interim report. (Education Code 42130; 5 CCR 15453-15464)

An interim report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

Audit Report

The County Superintendent or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

The County Superintendent or designee shall provide the necessary financial records and cooperate with the independent auditor selected by the County Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

The County Office audit shall include all income and expenditures by source of funds, including the student body and cafeteria funds and accounts, state and federal grant funds, and any other funds under the district's control or jurisdiction, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan. (Education Code 41020)

If the County Office participates in the school district of choice program to accept interdistrict transfers, the County Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)

If an audit finding results in the County Office being required to repay an apportionment or pay a penalty, the County Office may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the County Office, it shall not provide any nonauditing, management, or other consulting services for the County Office except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

Report on Expenditures of State Facilities Funds

When the County Office participates in the school facilities program pursuant to Education Code 17070.10-17079.30, the County Superintendent or designee shall annually report a detailed list of all expenditures of state facilities funds, including interest, and of the district's matching funds for completed projects until all such funds are expended. The report shall identify expenditures on a project-by-project basis, reflect completed projects that were reimbursed within that fiscal year, and clearly indicate the list of projects that have been completed. (Education Code 41024; 2 CCR 1859.104)

Audits of facilities projects shall be concluded within one year of project completion and shall be included as part of the district's audit for the fiscal year in which the project is reported as completed. A project shall be deemed completed when any of the following conditions is met: (Education Code 41024; 2 CCR 1859.104)

1. When the notice of completion for the project has been filed, all outstanding invoices, claims, and change orders have been satisfied, and the facility is currently in use by the County Office
2. Three years from the date of the final fund release for an elementary school project
3. Four years from the date of the final fund release for a middle or high school project

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the County Board
4. Assigned fund balance, including amounts which the County Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose

Negative Balance Report

Whenever the County Office reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Lease Accounting

Any lease agreement involving the County Office, whether as lessor or lessee, shall be classified as a short-term lease, a contract that transfers ownership, or a lease other than short-term lease and contract that transfers ownership. County Office financial statement disclosures and schedules related to any lease shall comply with the standards specified in GASB 87.

Non-Voter-Approved Debt Report

Upon approval by the County Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the County Superintendent or designee shall notify the County Superintendent of Schools and the county auditor. The Superintendent or designee shall provide the County Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

When the County Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the County Office, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the County Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report

In accordance with GASB Statement 75, the district's financial statements shall report the expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the County Superintendent or designee. To the extent that these OPEBs are not prefunded, the County Office shall report a liability on its financial statements.

The County Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at an open meeting of the County Board. (Education Code 42140)

The district's financial obligation for OPEBs shall be reevaluated every two years in accordance with GASB 75.

Workers' Compensation Claims Report

The County Superintendent or designee shall annually provide the County Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

(4/14) 12/22

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA