



MINUTES

Trinity County Board of Education Regular Board Meeting May 18, 2022

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

MEMBERS PARTICIPATING: Michelle Myers, Area II
Melissa Nielsen, Area IV
Steve Canale, Area V

COUNTY OFFICE: Sarah Supahan, Superintendent of Schools
Fabio Robles, Deputy Superintendent
Dawn MacLaren, Secretary/Receptionist
Cindy Blanchard, Chief Business Official
Anna Carson, Early Childhood Coordinator

ABSENT: Sally Aldinger, Area III
Randy Spencer, Area I

PUBLIC: Josh Cozine, Trinity Journal
Mary Haugen, HRN Alps View Preschool

1.0 Formal Opening

- 1.1 Call to Order
Melissa Nielsen called the meeting to order at 1:00 p.m.
- 1.2 Roll Call
- 1.3 Additions or Changes to 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 Steve Canale, with a second by Michelle Myers to accept the Open Agenda. Motion passed unanimously. Aye-3(Canale, Myers, Nielsen), No-0, Absent-2 (Aldinger, Spencer), 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 – April 20, 2022
- 4.2 Warrants – April 2022
- 4.3 Payroll – April 2022
- 4.4 BB 9500 County Superintendent’s Remuneration – Second Reading
- 4.5 BP/AR 5141.4 Child Abuse Prevention and Reporting – Second Reading
- 4.6 BP/AR 5148 Child Care Development – Second Reading
- 4.7 AR 6162.51 State Academic Achievement Tests – Second Reading
- 4.8 Amend November 17, 2021 Minutes- Clarifying 5.7 Fabio Robles provided information on the Educator Effectiveness Block Grant 2021-2026 Plan.

Melissa Nielsen asked the Board if there was a motion to accept the Consent Agenda.

MOTION: Motion was made by Michelle Myers, with a second by Steve Canaleto accept the Consent Agenda. Motion passed unanimously. Aye-3 (Canale, Myers, Nielsen), No-0, Absent-2 (Aldinger, Spencer), Abstain-0.

5.0 Reports

- 5.1 Financial Report and Oversight Update
Gretchen Deichler provided the Financial Report and Oversight Update
 - 5.1.1 School Facilities Report from Jeff Morris
The School Facilities Report was included in the Board packet for the members to review.
- 5.2 Deputy Superintendent Report – includes Trinity COE and District LCAP Updates, Trinity Co-Op, and Trinity Teachers Newsletter.
Fabio Robles provided his Deputy Superintendent Report and LCAP updates.
Tim Nordstrom provided a copy of Trinity Co-Op, and Trinity Teachers Newsletters that were included in the Board packet for review.

6.0 Correspondence

- 6.1 Invitation: Apply for a CCBE Conference Scholarship
The invitation was included in the packet for the members to review.

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 Meetings scheduled for June 21, 2022, and June 22, 2022, at 1:00 p.m., as per California Governor’s Executive Order AB 361. (No back-up).
MOTION: Motion was made by Michelle Myers, with a second by Steve Canale to reaffirm that meeting in person would present imminent risks to the health/safety of attendees for the Board Meeting scheduled for June 21, 2022 and June 22,, 2022, at 1:00 p.m., as per California Governor’s Executive Order AB 361. Motion

passed unanimously. Aye-3 (Canale, Myers, Nielsen), No-0, Absent-2 (Aldinger, Spencer), Abstain-0.

- 7.2 Set Public Hearing Meeting for Trinity County Office of Education 2022-2023 Budget, Local Control and Accountability Plan (LCAP) and Budget Overview For Parents on June 21, 2022, and the Budget and LCAP Adoption Meeting on June 22, 2022. (No back-up)

MOTION: Motion was made by Steve Canale, with a second by Michelle Myers to Approve and Set Public Hearing Meeting for Trinity County Office of Education 2022-2023 Budget, Local Control and Accountability Plan (LCAP) and Budget Overview For Parents on June 21, 2022, and the Budget and LCAP Adoption Meeting on June 22, 2022. Motion passed unanimously. Aye-3 (Canale, Myers, Nielsen), No-0, Absent-2 (Aldinger, Spencer), Abstain-0.

- 7.3 Approve 2022-2023 Revised Trinity County Office of Education Business Calendar

MOTION: Motion was made by Michelle Myers, with a second by Steve Canale to Approve 2022-2023 Revised Trinity County Office of Education Business Calendar. Motion passed unanimously. Aye-3(Canale, Myers, Nielsen), No-0, Absent-2 (Aldinger, Spencer), Abstain-0

- 7.4 Declare the specified surplus equipment and miscellaneous items as obsolete and not-serviceable for school use, and authorize the Superintendent/designee to sell or dispose of these items as specified in the Education Code Sections 17545 and 17546, at no cost to the District. Six Large Black Legal File Cabinets and Two Tall Brown File Cabinets (No back-up)

MOTION: Motion was made by Steve Canale, with a second by Michelle Myers to Declare the specified surplus equipment and miscellaneous items as obsolete and not-serviceable for school use, and authorize the Superintendent/designee to sell or dispose of these items as specified in the Education Code Sections 17545 and 17546, at no cost to the District. Six Large Black Legal File Cabinets and Two Tall Brown File Cabinets. Motion passed unanimously. Aye-3 (Canale, Myers, Nielsen), No-0, Absent-2 (Aldinger, Spencer), Abstain-0

8.0 **Information Items**

- 8.1 Revised Summary of Complaints Per Williams Uniform Complaint Procedures Instructional Materials Deficiencies Emergency or Urgent Facilities Conditions, and Teacher Vacancies or Misassignments as *per education code 1240(2)(II)* (January 1, 2022, through March 31, 2022)
- 8.2 Human Response Network Alps View Preschool Presentation – Mary Haugen
Mary Haugen gave a presentation detailing the services provided at Alps View Preschool. She also provided the proposed teaching plans for the 2022-23 SY for Alps View Preschools in Weaverville and Lewiston.
- 8.3 2021 A-G Completion Improvement Grant Plan Trinity County Office of Education.
Fabio Robles shared the 2021 A-G completion Improvement Grant Plan with the board.
- 8.4 BP 0470 COVID 19 Mitigation Plan – First Reading
- 8.5 BP 3516.5 Emergency Schedules – First Reading
- 8.6 BP 5144.3 Student Expulsion Appeals – First Reading
- 8.7 BP/E 5145.12 Search and Seizure – First Reading
- 8.8 BP/AR 6164.5 Student Success Teams – First Reading
- 8.9 BP/AR 6146.1 High School Graduation Requirements – First Reading

Fabio Robles provided a brief summary of the Policy updates. Items 8.4 through 8.9

9.0 Superintendent's Report

- 9.1 Sarah Supahan shared with the Board that TCOE will soon have 64 employees! Not all that long ago we had 23 or 24.
- 9.2 TCOE had one big potential win regarding the state budget. While we didn't yet get recognition for our second "ask" (more DA base funding) the governor's proposed budget did include an LCFF funding increase for COEs of \$175,000 (currently \$126,000) so an increase of around \$400,000 for TCOE, plus an increase of \$14 per ADA (currently we get about \$80 per student in the county). Waiting to see if the legislature approves it in mid-June.
- 9.3 On May 4th Teckla Johnson, Program Manager for Trinity Together, and Sarah were interviewed by KIXE. KIXE is doing a story on the Cradle to Career partnership organizations in the 5 counties served under North State Together. In addition, it was at the Disaster Council Meeting that people in many different organizations praised the program for the student interns the program has been able to place in their organizations.
- 9.4 Last Saturday Sarah gave a presentation about the history of our schools in the county. Some highlights: The highest number of districts open at one time was 28 (1909-10, 1910-11, 1913-14, and 1924-25 school years). The highest total number of districts are 45 with 12 more on record elsewhere (likely private schools). The very first unified district was Hayfork Valley Union which began in 1913-14. Sarah has found a record of 12 districts burning down with at least 3 of those districts burning twice, and one near miss. More to come!
- 9.5 Trinity County Office of Education will be starting our negotiations soon, as soon as we have our own budget planned.
- 9.6 Starting in the 2022-23 school year, the Trinity County Board of Education will resume its schedule of having Board meetings at various school districts twice a year, in April and September. Due to the COVID pandemic, we have not been able to visit the district sites.

10.0 Adjournment

The meeting adjourned at 2:15 p.m.

This meeting may be tape-recorded

Respectfully submitted,

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

dm

Check Register with Accounts

Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2022, Ending Check Date = 5/31/2022, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)	ESCAPE	ONLINE
			Page 1 of 4

Register 000804 - 05/04/2022

Bank Account COUNTY - County

Payment Id	Comment						
Check # 5234265	01	Check Amt	254.30	Status	Printed	Plotzke Ace Hardware (000280/1) - continued	
368264	Keys			01.	0000. 0. 0000. 8100. 4300. 825.		74.64
368435	TV Surge			01.	0000. 0. 0000. 8100. 4300. 825.		48.25
368485	hand tool			01.	0000. 0. 0000. 8100. 4300. 825.		8.56
368544	plastic lid, brush, sprayer, paint			01.	0000. 0. 0000. 8100. 4300. 825.		25.71
368578	Glass Cleaner, Lysol, swiffer			01.	0000. 0. 0000. 8100. 4300. 825.		44.13
368587	tote utility blk 27g			01.	0000. 0. 0000. 8100. 4300. 825.		19.29
368590	clorox, mr clean, keys			01.	0000. 0. 0000. 8100. 4300. 825.		26.65
Check # 5234266	01	Check Amt	29,400.00	Status	Printed	ProCare Therapy (001345/1)	
20312674	Behavior Specialist 1/31/22-2/4/22			01.	3211. 0. 3500. 3120. 5800. 825. 0245.		1,050.00
				01.	6546. 0. 5001. 3120. 5800. 826.		3,150.00
20322340	Behavior Specialist 2/7/22-2/11/22			01.	3211. 0. 3500. 3120. 5800. 825. 0245.		1,050.00
				01.	6546. 0. 5001. 3120. 5800. 826.		3,150.00
20326528	Behavior Specialist 2/14/22-2/18/22			01.	3211. 0. 3500. 3120. 5800. 825. 0245.		1,050.00
				01.	6546. 0. 5001. 3120. 5800. 826.		3,150.00
20357426	Behavior Specialist 3/14/22-3/18/22			01.	3211. 0. 3500. 3120. 5800. 825. 0245.		1,050.00
				01.	6546. 0. 5001. 3120. 5800. 826.		3,150.00
20361678	Behavior Specialist 3/28/22-4/1/22			01.	3211. 0. 3500. 3120. 5800. 825. 0245.		1,050.00
				01.	6546. 0. 5001. 3120. 5800. 826.		3,150.00
20370654	Behavior Specialist 4/4/22-4/8/22			01.	3211. 0. 3500. 3120. 5800. 825. 0245.		1,680.00
				01.	6546. 0. 5001. 3120. 5800. 826.		2,520.00
20381216	Behavior Specialist 4/18/22-4/22/22			01.	3211. 0. 3500. 3120. 5800. 825. 0245.		1,050.00
				01.	6546. 0. 5001. 3120. 5800. 826.		3,150.00
Check # 5234267	01	Check Amt	545.64	Status	Printed	Rifton Equipment (000295/1)	
17423	Low Incidence			01.	6500. 0. 5001. 3140. 4300. 826. 2800.		545.64
Check # 5234268	16	Check Amt	35,838.80	Status	Printed	Shasta Community College Dist (000760/1)	
21 22 FOREST RESERVE	21-22 Forest Reserve			16.	0000. 0. 0000. 9200. 7211. 825.		35,838.80
Check # 5234269	01	Check Amt	4,884.19	Status	Printed	SHI (001200/2)	
B15030802	Quote# 21794157 SHI Unitrends 9010 backup device			01.	0000. 0. 8600. 2420. 5800. 825.		4,725.19
B15160439	Adobe Acrobat- Anna Carson			01.	0000. 0. 0000. 2420. 5800. 825.		159.00
Check # 5234270	01	Check Amt	437.40	Status	Printed	Trinity Co Building & Grounds (001029/1)	
STEAM EXPO	STEAM Expo -Veterans Hall 1 day rental			01.	0000. 0. 8600. 2100. 5600. 825. 2554.		437.40
Check # 5234271	01	Check Amt	100.00	Status	Printed	Trinity Co. Solid Waste (000394/1)	
7010	22/23 ANNUAL solid waste fees			01.	0000. 0. 0000. 8100. 5550. 825.		100.00
Check # 5234272	01	Check Amt	130.75	Status	Printed	WageWorks, Inc. (001083/3)	
INV3704472	Apr 22 WageWorks Admin & Compliance fees			01.	0000. 0. 0000. 7200. 5800. 825.		130.75
Check # 5234273	01	Check Amt	115.78	Status	Printed	NAPA Weaverville Auto Parts (000423/2)	
Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2022, Ending Check Date = 5/31/2022, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)							ESCAPE ONLINE

Register 000804 - 05/04/2022

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5234273	01	Check Amt	115.78	Status Printed	NAPA Weaverville Auto Parts (000423/2) - continued	
390746	window switch			01. 0000. 0. 0000. 8100. 4300. 825.	.	110.46
391982	Bit Driver			01. 0000. 0. 0000. 8100. 4300. 825.	.	5.32
Check # 5234274	01	Check Amt	540.00	Status Printed	Yurok Tribe (001386/1)	
04262022	Map Prints			01. 9441. 0. 4900. 2150. 4300. 825.	.	540.00
Number of Items		22	121,965.78	Totals for Register 000804		

2022 FUND-OBJ Expense Summary / Register 000804

01-4300	3,839.55	
01-5550	100.00	
01-5600	437.40	
01-5800	38,917.20	
01-5920	1,373.71	
01-9110*		44,667.86-
Totals for Fund 01	44,667.86	44,667.86-
12-7299	41,007.71	
12-9110*		41,007.71-
Totals for Fund 12	41,007.71	41,007.71-
14-5800	451.41	
14-9110*		451.41-
Totals for Fund 14	451.41	451.41-
16-7211	35,838.80	
16-9110*		35,838.80-
Totals for Fund 16	35,838.80	35,838.80-
Totals for Register 000804	121,965.78	121,965.78-

* denotes System Generated entry

Net change to Cash 9110 121,965.78- Credit

Register 000804 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2022 FUND-OBJ Expense Summary / Register 000804 (continued)

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Register 000805 - 05/11/2022

Bank Account COUNTY - County

Payment Id	Comment					
Check # 5234392	01	Check Amt	63.64	Status Printed	Supahan, Sarah E (000351 - Emp)	
SSUPAHAN10521	Tablecloths for events			01. 0000. 0. 8600. 2100. 4300. 825. .		63.64
Check # 5234393	01	Check Amt	63.32	Status Printed	Wright, Tiffany L (000437 - Emp)	
TWRIGHT05052022	FY-Lunch&Clothing			01. 5630. 0. 8600. 2150. 4300. 825. .		63.32
Check # 5234394	01	Check Amt	61.57	Status Printed	Kilmer, Susan V (000470 - Emp)	
SKILMER04282022	RISE Field Trip & Fuel			01. 0000. 0. 0000. 8100. 4300. 825. 4300. .		50.76
				01. 0245. 0. 3500. 1000. 5200. 829. .		10.81
Check # 5234395	01	Check Amt	646.22	Status Printed	Bunce, MaryAnn (000488 - Emp)	
MBUNCE05042022	Basic Audiometry & Hearing Problem Contract			01. 0000. 0. 8600. 3140. 5800. 825. .		600.00
MBUNCE050422	COVID Testing Mileage			01. 7815. 0. 8600. 3140. 5200. 825. .		46.22
Check # 5234396	01	Check Amt	454.30	Status Printed	Palmer, Jason (000501 - Emp)	
JPALMER05042022	RISE Class Trip			01. 0245. 0. 3500. 1000. 5200. 829. .		454.30
Check # 5234397	01	Check Amt	98.78	Status Printed	Burger, Erin E (000502 - Emp)	
EBURGER05042022	Hayfork Job Fair Lunch RISE			01. 0000. 0. 3500. 2100. 5200. 825. 0245. .		98.78
Check # 5234398	01	Check Amt	685.38	Status Printed	Anthony Rebelo (001245/1)	
AREBELO005112022	A. Rebleo May 22 SELPA Travel & Conference			01. 6500. 0. 5050. 2200. 5200. 826. . 650		685.38
Check # 5234399	01	Check Amt	14.40	Status Printed	Envoy Plan Services (000548/4)	
1520	LES 21-22 Envoy Plan Services			01. 0000. 0. 0000. 7200. 5800. 825. .		14.40
Check # 5234400	01	Check Amt	104.90	Status Printed	Lingo (001302/1)	
32442014	May 22 Long Distance Services			01. 0000. 0. 0000. 8100. 5920. 825. .		104.90
Check # 5234401	01	Check Amt	4,200.00	Status Printed	ProCare Therapy (001345/1)	
20384693	Behavior Specialist 4/25/2022-4/29/22			01. 3211. 0. 3500. 3120. 5800. 825. 0245. .		1,050.00
				01. 6546. 0. 5001. 3120. 5800. 826. .		3,150.00
Check # 5234402	01	Check Amt	220.00	Status Printed	Professional Tutors Of America (000283/2)	
83434	Mar 22 FYS Tutoring			01. 7366. 0. 8600. 3130. 5800. 825. . 099		220.00
Check # 5234403	01	Check Amt	25.00	Status Printed	U.S. Bank (000404/1)	
4798531205444229	US Bank Annual Membership Fee			01. 0000. 0. 0000. 7200. 5800. 825. .		25.00
Number of Items		12	6,637.51	Totals for Register 000805		

2022 FUND-OBJ Expense Summary / Register 000805

01-4300	177.72
01-5200	1,295.49
01-5800	5,059.40
01-5920	104.90

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2022, Ending Check Date = 5/31/2022, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000805 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2022 FUND-OBJ Expense Summary / Register 000805 (continued)

01-9110*	6,637.51-
Totals for Register 000805	6,637.51
	6,637.51-

* denotes System Generated entry

Net change to Cash 9110	6,637.51- Credit
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Register 000806 - 05/20/2022

Bank Account COUNTY - County

Payment Id	Comment						
Check # 5234563	01	Check Amt	1,000.00	Status	Printed	Raymond Patton (Raymond Pat - Payee)	
RPATTON05092022	United Way Travel & Conf			01. 9441. 0. 4900. 2100. 5200. 825.			1,000.00
Check # 5234564	01	Check Amt	95.94	Status	Printed	Steve Canale (Steve Canal - Payee)	
051822TCBOE	Board Meeting Mileage			01. 0000. 0. 0000. 7110. 5200. 825.			95.94
Check # 5234565	01	Check Amt	1,000.00	Status	Printed	Susie Toerpe (Susie Toerp - Payee)	
STOERPE05092022	United Way Travel and Conference			01. 9441. 0. 4900. 2100. 5200. 825.			1,000.00
Check # 5234566	01	Check Amt	300.00	Status	Printed	Ted Dawson (Ted Dawson - Payee)	
TDAWSON05092022	United Way Travel and Conference			01. 9441. 0. 4900. 2100. 5200. 825.			300.00
Check # 5234567	01	Check Amt	338.91	Status	Printed	Hill, Ann M (000141 - Emp)	
AHILL51422	Outdoor Patio Project			01. 9443. 0. 0000. 8100. 4300. 825.			338.91
Check # 5234568	01	Check Amt	98.29	Status	Printed	Rebello, Stephanie S (000421 - Emp)	
SREBELO51822	Workability Meal Reimbursement			01. 6520. 0. 5001. 2150. 5200. 826.			78.29
SREBELO5522	THS Food Handlers			01. 0000. 0. 8600. 4900. 5800. 825. 0320.			20.00
Check # 5234569	01	Check Amt	2,239.21	Status	Printed	Hiscock, Steven R (000451 - Emp)	
SHISCOCK51722	RISE Shed, Tools, Soil, Garden Beds			01. 7425. 0. 3500. 1000. 4400. 829.			2,239.21
Check # 5234570	01	Check Amt	30.74	Status	Printed	Smith, Alison E (000486 - Emp)	
ASMITH51822	McK-V Student Lunch			01. 5630. 0. 8600. 2150. 4300. 825.			30.74
Check # 5234571	01	Check Amt	168.84	Status	Printed	Hayes, Rachel D (000494 - Emp)	
RHAYES51522	Rachel Hayes mileage biz mtg			01. 0000. 0. 8600. 7200. 5200. 825.			138.06
RHAYESPHONE51622	Rachel Hayes 30% Phone Stipend Apr 22			01. 0000. 0. 0000. 8100. 5920. 825.			30.78
Check # 5234572	01	Check Amt	128.22	Status	Printed	Dixon, Julia M (000503 - Emp)	
JDIXON51222	Julia Dixon Mileage			01. 0000. 0. 8600. 7200. 5200. 825.			26.33
JDIXONSTEAM51222	STEAM Supplies			01. 0000. 0. 8600. 2100. 4300. 825. 2555.			101.89
Check # 5234573	01	Check Amt	700.00	Status	Printed	Cameron, Jennifer K (000513 - Emp)	
JCAMERON51122	CalHOPE Pathways Gift Cards			01. 5814. 0. 8600. 3130. 4300. 825.			700.00
Check # 5234574	01	Check Amt	761.76	Status	Printed	Carrel's Office Solutions (000825/2)	
AR44599	May 22 TASKalfa 6501i			01. 0000. 0. 0000. 7200. 5600. 825. 2751.			63.51
AR44601	May 22 TASKalfa 5052ci			01. 0000. 0. 0000. 7200. 5600. 825. 2753.			662.83
AR44764	Toner TASKalfa 5052ci			01. 0000. 0. 0000. 7200. 5600. 825. 2753.			35.42
Check # 5234575	01	Check Amt	271.10	Status	Printed	Dunamis Center Inc (001333/1)	
15698	Apr 22 Mental Health Serv			01. 6546. 0. 8600. 3120. 5800. 825. 0350.			271.10
Check # 5234576	01	Check Amt	537.71	Status	Printed	Frontier Communications (001182/1)	
010167-5 MAY 22	May 22 Centranet 010167-5 telephone expenses			01. 0000. 0. 0000. 8100. 5920. 825.			537.71
Check # 5234577	01	Check Amt	46.09	Status	Printed	Frontier Communications (001182/1)	
032097-5 MAY 22	May 22 Business line 032097-5 expenses			01. 0000. 0. 0000. 8100. 5920. 825.			46.09
Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2022, Ending Check Date = 5/31/2022, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)						ESCAPE ONLINE

Register 000806 - 05/20/2022

Bank Account COUNTY - County

Payment Id	Comment						
Check # 5234578	01	Check Amt	49.91	Status	Printed	Frontier Communications (001182/1)	
051794-5 MAY 22		May 22 Business line 051794-5 expenses		01.	0000.	0. 0000. 8100. 5920. 825.	49.91
Check # 5234579	01	Check Amt	28.31	Status	Printed	Frontier Communications (001182/1)	
091196-5 MAY 22		May 22 Exchange Listing 091196-5 Expenses		01.	0000.	0. 0000. 8100. 5920. 825.	28.31
Check # 5234580	01	Check Amt	1,266.00	Status	Printed	John W. Kizziar, DDS, INC (001234/1)	
CB 04182022		Trinity Smiles CB 4/18/22		01.	0033.	0. 8600. 3140. 5800. 825.	264.00
EH 05052022		Trinity Smiles EH 5/5/22		01.	0033.	0. 8600. 3140. 5800. 825.	120.00
JM 04112022		Trinity Smiles JM 4/11/22		01.	0033.	0. 8600. 3140. 5800. 825.	100.00
JS 05052022		Trinity Smiles JS 5/5/22		01.	0033.	0. 8600. 3140. 5800. 825.	100.00
KH 05042022		Trinity Smiles KH 5/4/22		01.	0033.	0. 8600. 3140. 5800. 825.	95.00
KK 05032022		Trinity Smiles KK 5/3/22		01.	0033.	0. 8600. 3140. 5800. 825.	141.00
LB 04182022		Trinity Smiles LB 4/18/22		01.	0033.	0. 8600. 3140. 5800. 825.	121.00
RT 04202022		Trinity Smiles RT 4/20/22		01.	0033.	0. 8600. 3140. 5800. 825.	95.00
SG 05122022		Trinity Smiles SG 5/12/22		01.	0033.	0. 8600. 3140. 5800. 825.	95.00
VG 05122022		Trinity Smiles VG 5/12/22		01.	0033.	0. 8600. 3140. 5800. 825.	135.00
Check # 5234581	01	Check Amt	319.00	Status	Printed	Sheva Nickravesh DDS (001232/1)	
IH 09232021		Trinity Smiles IH 9/23/21		01.	0033.	0. 8600. 3140. 5800. 825.	319.00
Check # 5234582	01	Check Amt	245.00	Status	Printed	State Of Cal Dept Of Justice (000353/1)	
577130		April 22 Fingerprint Fees		01.	0000.	0. 8600. 7200. 5840. 825.	245.00
Check # 5234583	01	Check Amt	263.37	Status	Printed	Trinity Co. Solid Waste (000394/1)	
20012 MAY 2022		May 22 solid waste fees		01.	0000.	0. 0000. 8100. 5550. 825.	263.37
Check # 5234584	01	Check Amt	846.88	Status	Printed	Trinity PUD (000399/2)	
16243 MAY 2022		May 22 monthly electricity		01.	0000.	0. 0000. 8100. 5510. 825.	698.00
16244 MAY 2022		May 22 monthly electricity		01.	0000.	0. 0000. 8100. 5510. 825.	148.88
Check # 5234585	01	Check Amt	1,486.36	Status	Printed	Watershed Research & Training Center (000422/2)	
404-INV6		Project/Grant-639 Career Fair		01.	6388.	0. 8600. 2150. 5800. 825. 0000. 639	1,486.36
Check # 5234586	01	Check Amt	28.00	Status	Printed	Weaverville CSD (000424/1)	
10839 MAY 22		May 22 monthly water service		01.	0000.	0. 0000. 8100. 5560. 825.	28.00
Check # 5234587	01	Check Amt	28.00	Status	Printed	Weaverville Sanitary District (000426/1)	
1926 MAY 2022		May 22 monthly sewer service		01.	0000.	0. 0000. 8100. 5550. 825.	28.00
Check # 5234588	01	Check Amt	432.22	Status	Printed	Wells Fargo Vendor Fin Serv (001187/2)	
5020164576		May 22 TASKalfa 5052ci contract expenses		01.	0000.	0. 0000. 7200. 5600. 825. 2753.	432.22
Number of Items		26	12,709.86	Totals for Register 000806			

2022 FUND-OBJ Expense Summary / Register 000806

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2022, Ending Check Date = 5/31/2022, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000806 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2022 FUND-OBJ Expense Summary / Register 000806 (continued)

01-4300	1,171.54	
01-4400	2,239.21	
01-5200	2,638.62	
01-5510	846.88	
01-5550	291.37	
01-5560	28.00	
01-5600	1,193.98	
01-5800	3,362.46	
01-5840	245.00	
01-5920	692.80	
01-9110*		12,709.86-
Totals for Register 000806	12,709.86	12,709.86-

* denotes System Generated entry

Net change to Cash 9110 12,709.86- Credit

Register 000806 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2022 FUND-OBJ Expense Summary / Register 000806 (continued)

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Register 000807 - 05/25/2022

Bank Account COUNTY - County

Payment Id	Comment								
Check # 5234638	01	Check Amt	15.00	Status	Printed	Pickett, Deidre L (000171 - Emp)			
DPICKETT051222	Deidre Fuel Purchase			01.	6500.	0. 5050. 3150. 5200. 826.	. 650		15.00
Check # 5234639	01	Check Amt	26.80	Status	Printed	McIntosh, Elisabeth S (000489 - Emp)			
LMCINTOSH051822	Benefits committee mtg mileage			01.	0000.	0. 0000. 7200. 5200. 825.	.		26.80
Check # 5234640	01	Check Amt	36.85	Status	Printed	Faria, Jordon M (000491 - Emp)			
JFARIA05192022	Rise/CalHOPE student incentives			01.	0245.	0. 3500. 1000. 4300. 829.	.		11.85
				01.	5814.	0. 8600. 3130. 4300. 825.	.		25.00
Check # 5234641	01	Check Amt	515.22	Status	Printed	Burger, Erin E (000502 - Emp)			
EBURGER051022	RISE Class Prizes			01.	0245.	0. 3500. 1000. 4300. 829.	.		165.82
EBURGER42622	RISE Auction & Culinary Arts			01.	0245.	0. 3500. 1000. 4300. 829.	.		229.05
EBURGER5922	RISE Class Auction			01.	0245.	0. 3500. 1000. 4300. 829.	.		120.35
Check # 5234642	01	Check Amt	706.10	Status	Printed	Amazon Capital Services, Inc (001252/1)			
19LY-JQGV-13CY	CalHOPE-Supplies DC			01.	5814.	0. 8600. 3130. 4300. 825. 0304.			119.59
1KHG-FHKT-RYX1	22-23 Staff Calendars & Planners			01.	0000.	0. 0000. 7200. 4300. 825.	.		361.97
1X3H-YG6F-JKDP	ECE Supplies			01.	6127.	0. 0001. 2150. 4300. 825.	.		224.54
Check # 5234643	01	Check Amt	354.16	Status	Printed	Amy Curry (000022/1)			
CURRY JUNE 2022	Retiree Curry May 2022 Medicare Reimb			01.	.	.	. 9580.	.	354.16
Check # 5234644	01	Check Amt	30.58	Status	Printed	WEX Bank (000082/2)			
80934415	May 22 Fuel Purchases			01.	0000.	0. 0000. 8100. 4300. 825. 4300.			30.58
Check # 5234645	01	Check Amt	45.90	Status	Printed	Cigna (001344/1)			
1262697756	Retiree Curry Cigna June 2022			01.	.	.	. 9580.	.	45.90
Check # 5234646	01	Check Amt	5,416.50	Status	Printed	Cresswell Physical Therapy Inc (000987/2)			
82OT	April 22 OT services			01.	6500.	0. 5760. 3140. 5800. 826. 0304. 651			491.30
				01.	6500.	0. 5760. 3140. 5800. 826. 0306. 651			491.30
				01.	6500.	0. 5760. 3140. 5800. 826. 0311. 651			1,651.70
				01.	6500.	0. 5760. 3140. 5800. 826. 0312. 651			112.50
82PT	Apr 22 PT services			01.	6500.	0. 5760. 3140. 5800. 826. 0306. 651			263.35
				01.	6500.	0. 5760. 3140. 5800. 826. 0311. 651			263.35
83OT	May 22 OT services			01.	6500.	0. 5760. 3140. 5800. 826. 0304. 651			245.65
				01.	6500.	0. 5760. 3140. 5800. 826. 0306. 651			470.65
				01.	6500.	0. 5760. 3140. 5800. 826. 0311. 651			1,314.20
				01.	6500.	0. 5760. 3140. 5800. 826. 0312. 651			112.50
Check # 5234647	01	Check Amt	14,139.00	Status	Printed	Eide Bailly LLP (001317/1)			
EI01325199	MV-General Obligation Bonds Fin statement			01.	0000.	0. 0000. 7190. 5820. 825. 0311.			9,139.00
EI01325232	MV-General Obligation Bond Audit			01.	0000.	0. 0000. 7190. 5820. 825. 0311.			5,000.00
Check # 5234648	14	Check Amt	446.18	Status	Printed	Jones Electric (001021/1)			

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Check Register with Accounts

Generated for April Angelone (AANGELONE), May 31 2022 8:27AM

Register 000807 - 05/25/2022

Bank Account COUNTY - County

Payment Id	Comment						
Check # 5234659	01	Check Amt	3,309.00	Status	Printed	Sheva Nickravesh DDS (001232/1) - continued	
LS 01132022	Trinity Smiles LS 1/13/22			01.	0033.	0. 8600. 3140. 5800. 825.	638.00
MB 01052022	Trinity Smiles MB 1/5/22			01.	0033.	0. 8600. 3140. 5800. 825.	533.00
Check # 5234660	01	Check Amt	30.60	Status	Printed	SilverScript Insurance Company (001381/1)	
GA2426505-JUNE 2022	GA2426505 Curry June 2022			01.		. 9580.	30.60
Check # 5234661	01	Check Amt	847.03	Status	Printed	SISC III-COBRA (001346/1)	
119278-JUNE2022	Retiree Coon COBRA June 2022			01.		. 9580.	847.03
Check # 5234662	01	Check Amt	97.28	Status	Printed	SISC III-COBRA (001346/1)	
162241-JUNE2022	Retiree Curry COBRA June 2022			01.		. 9580.	97.28
Check # 5234663	01	Check Amt	787.82	Status	Printed	SISC III-COBRA (001346/1)	
9994-JUNE2022	Retiree Deantoni COBRA June 2022			01.		. 9580.	787.82
Check # 5234664	01	Check Amt	4,041.39	Status	Printed	Shasta-Trinity Schools Den (000329/3)	
TCOEJUNE2022STSIG-D	TCOE June 2022 STSIG Dental Premiums			01.		. 9580.	4,041.39
Check # 5234665	01	Check Amt	43,105.00	Status	Printed	Shasta-Trinity Schools Med (000330/3)	
TCOEJUNE2022STSIG-M	TCOE June 2022 STSIG Medical Premiums			01.		. 9580.	43,105.00
Check # 5234666	01	Check Amt	1,239.30	Status	Printed	Shasta-Trinity Schools Vis (000331/3)	
TCOEJUNE2022STSIG-V	TCOE June 2022 STSIG Vision Premiums			01.		. 9580.	1,239.30
Check # 5234667	01	Check Amt	12.86	Status	Printed	BlueTarp Credit Services (000397/2)	
1641789996	wire lubricant			01.	0000.	0. 0000. 8100. 4300. 825.	12.86
Check # 5234668	01	Check Amt	1,443.74	Status	Printed	Trinity PUD (000399/2)	
16243 MAY 22	May 22 monthly electricity			01.	0000.	0. 0000. 8100. 5510. 825.	1,443.74
Check # 5234669	01	Check Amt	371.00	Status	Printed	Chelsea Schmitto (001393/1)	
CATERING5061022	Catering Staff Retreat June 2022			01.	0000.	0. 0000. 7200. 4300. 825.	371.00
Check # 5234670	01	Check Amt	305.39	Status	Printed	UnitedHealthcare (001343/1)	
318485807-1JUNE22	Retiree Curry June22 318485807-1			01.		. 9580.	305.39
Check # 5234671	01	Check Amt	229.88	Status	Printed	NAPA Weaverville Auto Parts (000423/2)	
392383	wiper motor, gauge			01.	0000.	0. 0000. 8100. 4300. 825.	178.81
392396	Red threadlocker			01.	0000.	0. 0000. 8100. 4300. 825.	8.57
392745	Hardwar, retainer			01.	0000.	0. 0000. 8100. 4300. 825.	14.35
392939	valve belt water pump			01.	0000.	0. 0000. 8100. 4300. 825.	28.15
Check # 5234672	01	Check Amt	1,080.84	Status	Printed	Weaverville Glass (000619/1)	
32665	Toyota Camry Replace Windshield			01.	0000.	0. 0000. 8100. 5600. 825.	500.42
32666	Dodge Caravan replace windshield			01.	0000.	0. 0000. 8100. 5600. 825.	580.42

Number of Items

35

137,887.20

Totals for Register 000807

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 309, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 5/1/2022, Ending Check Date = 5/31/2022, Check Number(s) = 5, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Register 000807 - Fund/Obj Expense Summary

Bank Account COUNTY - County

2022 FUND-OBJ Expense Summary / Register 000807 (continued)

2022 FUND-OBJ Expense Summary / Register 000807

01-4300	2,405.99	
01-5200	146.80	
01-5510	1,443.74	
01-5600	1,080.84	
01-5800	22,630.05	
01-5820	14,139.00	
01-5850	60.00	
01-5910	1,000.00	
01-7212	43,641.81	
01-8290	38.92	
01-9110*		137,441.02-
01-9580	50,853.87	
Totals for Fund 01	137,441.02	137,441.02-
14-5800	446.18	
14-9110*		446.18-
Totals for Fund 14	446.18	446.18-
Totals for Register 000807	137,887.20	137,887.20-

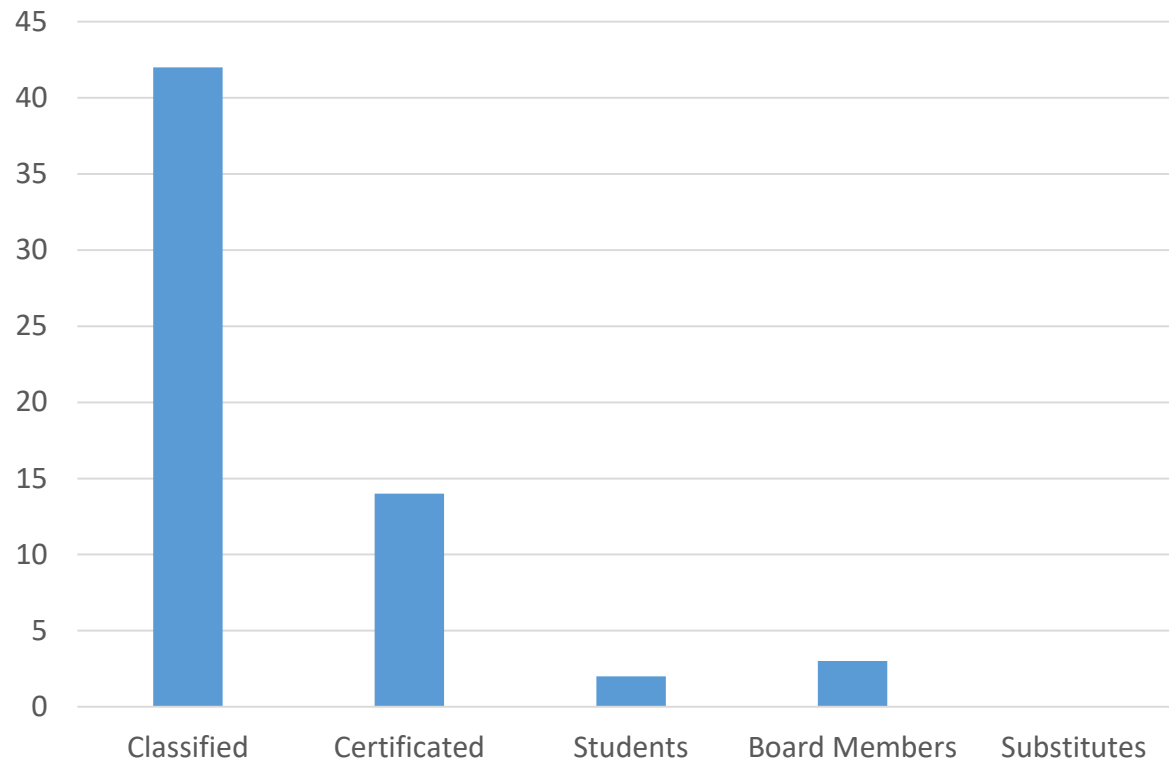
* denotes System Generated entry

Net change to Cash 9110 137,887.20- Credit

Number of Items	95	279,200.35	Totals for Org 309 - Trinity County Office of Education
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Trinity County Office of Education

5/1/2022 - 5/31/2022



Employee Salaries= \$279,730.80

District Liabilities= \$110,476.34

Total Payroll= \$390,207.14

4.3

COVID-19 MITIGATION PLAN

The following policy establishes actions that will be taken by the County Office to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing County Office policies or administrative regulations until the County Board determines that the need for this policy no longer exists. The County Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting County Office operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The County Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

To limit the impact of the pandemic on the education of County Office students, the County Office shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

The County Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The County Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The County Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

To promote transparency and facilitate decision-making regarding COVID-19 mitigation strategies, the County Superintendent or designee shall report to the County Board on a regular basis regarding the following:

1. Level of community transmission of COVID-19
2. COVID-19 vaccination coverage in the community and among students and staff
3. Any local COVID-19 outbreaks or increasing trends
4. Changes to local, state, and/or federal public health guidance, orders, and laws
5. Any revisions to the district's COVID-19 safety plan

Reporting to the Public Health Department

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the County Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case. The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known:
(Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)

3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the County Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

On or before the second and fourth Monday of each month, the County Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The County Office shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the County Superintendent or designee.

The County Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The County Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, County Office operations, school schedules, and steps the County Office is taking to promote the health and safety of students. In addition, the members of the County Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with County Board policies and bylaws regarding public statements.

The County Office shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that County Office operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The County Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

Learning Recovery and Social-Emotional Support

The County Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress
3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

The County Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The County Office shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated

student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs
2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both
4. Integrated student supports to address other barriers to learning, such as:
 - a. The provision of health, counseling, or mental health services
 - b. Access to school meal programs
 - c. Access to before and after school programs
 - d. Programs to address student trauma and social-emotional learning
 - e. Referrals for support for family or student needs
5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
8. Other interventions identified by the County Superintendent or designee

To ensure schoolwide implementation of the district's tiered framework of supports, the County Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

The County Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families
2. Door-to-door campaigns
3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies
4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The County Board recognizes that COVID-19 will continue to impact the attendance of students. The County Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

The County Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The County Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

The County Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

(6/20) 9/21

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA

EMERGENCY SCHEDULES

In order to provide for the safety of students and staff, the County Board authorizes the County Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the County Office from complying with the minimum number of instructional days or minutes required by law, the County Superintendent or designee shall complete and submit to the County Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The County Superintendent or designee shall submit other relevant County Office records as may be required.

For school closures due to emergency events occurring after September 1, 2021, the County Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The County Superintendent or designee shall certify that the County Office has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

The County Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on County Office web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the County Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The County Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.

(12/92) 9/21

STUDENTS EXPULSION APPEALS

When expelled by the governing board of a school district that is within the jurisdiction of the County Board of Education, a student or the student's parent/guardian may appeal the expulsion to the County Board within 30 days after the district governing board's action. The appeal shall be filed in writing and shall include the following information:

1. Name of the expelled student
2. Contact address and telephone number of the student and/or the student's parent/guardian
3. School district from which the student was expelled
4. Date of the district governing board's action to expel the student
5. Ground(s) on which the appeal is based

The student or the student's parent/guardian shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board in accordance with Education Code 48919. If the transcript and supporting documents are not requested at the same time the appeal is filed, the County Board shall direct the student or the student's parent/guardian to request the documents from the district immediately, and shall inform the student or the student's parent/guardian that the district is required by law to provide the documents within 10 school days after the request is made. The County Board shall also inform the student or the student's parent/guardian that the County Board is required by Education Code 48921 to decide the appeal based upon the record of the hearing before the district governing board and applicable documentation or regulation, and that without them, the County Board may have to request the student or student's parent/guardian to agree to delay the hearing.

No later than 10 days prior to the hearing, the secretary to the County Board shall serve upon the student, or the student's parent/guardian, and the district governing board, by certified mail return receipt requested, a notice of the hearing which shall include details such as the date, time, and place of the hearing. The notice shall contain a statement that the hearing shall be in closed session unless the student requests in writing, at least five days prior to the hearing, that the hearing be conducted in open session.

Conduct of Appeal Hearing

The County Board, or its appointed hearing officer or administrative panel if applicable, shall hold a hearing within 20 school days of the filing of the appeal. (Education Code 48919)

Every expulsion appeal hearing shall be conducted in accordance with the following procedures:

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the

County Board shall hear an appeal of an expulsion order in closed session, unless the student requests in writing at least five days prior to the hearing that the hearing be conducted in open session. (Education Code 48920)

If such a request is made, the hearing shall be public unless another student's privacy rights would be violated, or as may otherwise be prohibited under other applicable law. Legal counsel shall be consulted if a hearing will be conducted in which other students are named.

Regardless of whether the expulsion hearing is held in closed or open session, the County Board may meet in closed session to deliberate on the appeal. If the County Board admits one of the parties or their representative(s) to the closed session, the other party or their representative(s) shall also be allowed to attend the closed session. (Education Code 48920)

SEARCH AND SEIZURE

The County Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, and only as authorized by law, County Board policy, and administrative regulation, school officials may search students, their property, and/or County Office property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials shall exercise discretion and use good judgment when conducting searches.

The County Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

Searches Based on Individualized Suspicion

School officials may search an individual student, the student's property, or County Office property under the student's control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, County Board policy, administrative regulation, or other rules of the County Office or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

Any search of a student, the student's property, or County Office property under the student's control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on County Office property.

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two County Office employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Searches of Student Lockers and Desks

All student lockers and desks are the property of the County Office. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Use of Metal Detectors

The County Board finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which County Office students and staff are entitled. The County Board also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The County Superintendent or designee shall use metal detectors as necessary to keep weapons out of schools and help provide a safe learning environment. The County Superintendent or designee shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the County Office may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or County Board policy. The dogs may sniff the air around lockers, desks, or vehicles on County Office property or at County Office-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without individualized suspicion.

(3/00) 6/21

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA

SEARCH AND SEIZURE

Searches of Student Lockers and Desks

All student lockers and desks are the property of the county office of education (County Office staff may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

The Use of Metal Detectors

The County Superintendent of Schools finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which County Office students and staff are entitled. The County Superintendent also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The following safeguards shall be used when making metal detector scans:

1. Before walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another County Office employee of the same gender.
5. The search shall be limited to the detection of the cause of the activation.

Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other County Office facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto County Office property shall be asked to unlock it for inspection.

Notifications

At the beginning of each school year and upon enrollment, students and parents/guardians shall be informed about the policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on County Office property, and

COE properties under a student's control, including lockers or desks

2. The COE's contraband dog detection program
3. The use of metal detector scans

In addition, signs shall be posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

9/21

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA

STUDENT SUCCESS TEAMS

The County Board encourages the collaboration of parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The County Superintendent or designee shall establish student success teams (SST) as needed to address individual student needs.

The County Superintendent or designee shall establish and maintain a process for initiating the referral of students to SSTs, which may include referral by County Office staff, parents/guardians, and/or agency representatives. The County Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the County Office as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

The County Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

To strengthen the effectiveness of SSTs, the County Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

(9/90) 9/21

STUDENT SUCCESS TEAMS**Team Membership**

Members of individual student success teams (SST) may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School Counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the County Office

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school staff, including teachers and/or County Office resource personnel
4. Arrange for observation of the student as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Develop a plan to support the student which incorporates intervention strategies
9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary

(9/90) 9/21

HIGH SCHOOL GRADUATION REQUIREMENTS

The County Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)
Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics.
(Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. One course in visual or performing arts, world language, or career technical education (CTE).
For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)
To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.
(Education Code 51225.3)
6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the County Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

County Office students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the County Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers

into the County Office or between County Office schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the County Board that are in addition to statewide course requirements. This exemption shall not apply if the County Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the County Office shall exempt the student from any local graduation requirements adopted by the County Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

Additional Opportunities to Complete Required Coursework

The County Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the County Office may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure. Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the County Office that are consistent with the purposes of Education Code 48204.4.
In determining whether to award a diploma under these circumstances, the County Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.
2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a County Office school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars. Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.
3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a County Office school

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The County Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the County Office
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the County Office. (Education Code 51225.5)

(12/17) 9/21

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA

HIGH SCHOOL GRADUATION REQUIREMENTS**Notifications**

Requirements for graduation, specified alternative means for completing the prescribed course of study, and information about the availability of exemptions from local graduation requirements and/or credit recovery options available pursuant to Education Code 51225 shall be made available to students, parents/guardians, and the public.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, the County Superintendent or designee shall notify any eligible student of the availability of the exemption from local graduation requirements under Education Code 51225.1 and whether the student qualifies for it. (Education Code 51225.1)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the County Superintendent or designee shall include the following: (Education Code 48980)

1. Information about County Office high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
2. A complete list of career technical education courses offered by the County Office that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

(11/04) 9/21

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
WEAVERVILLE, CA



June 16, 2022

To: Gretchen Deichler, Assistant Superintendent of Business Services

From: Jeff Morris, Facilities Fiscal Analyst

Re: Current Status re School Facilities

OVERALL

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.

CAL OES HAZARD MITIGATION FUNDING – TCOE submitted our Sub Application to Cal OES this week to secure funding for a consultant to assist us in developing a Trinity Schools specific Local Hazard Mitigation Plan. Assuming we receive the funds, this plan will enable us to be eligible and apply for future funding after a federally declared disaster as well as serving as a guide for our schools in general hazard mitigation.

SHARED FACILITIES POSITION PILOT PROGRAM – This concept was discussed at length in the most recent meeting of school administrators. While the concept is still “in play”, interested school districts are still unsure of how they want to proceed.

Universal Pre-Kindergarten (UPK) – Two facilities applications were submitted (TAUSD, LESD) and TCOE staff is completing the Financial Hardship request for LESD to ensure 100% state funding for their application.

Electric School Buses – TCOE staff is following the funding available for this opportunity and is discussing the opportunity with both the funding entity (CalStart.org) and our local districts. There are billions of dollars becoming available from both state and federal entities over the next 5 years and we hope to secure some of those funds for local school districts in addition to coordinating the infrastructure conversations with TPUD and PG&E, where appropriate.

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

BURNT RANCH

- *Previous Project Close Out:* District auditor is now engaged to complete this process
- *Well / Water Supply:* BRESO believes that they have found a “middle way” solution to this issue and is pursuing a smaller indoor “pressure tank” solution.
- *Potential Solar Project:* Project is moving forward with design creation
- *Shade Structure:* Design plans are almost approved by DSA

CHYBA (California Heritage Youth Build Academy) – TCOE staff has been assisting CHYBA in the development of their financial documentation, narrative and general process with their application to the Charter School financing through the Office of Public School Construction with the goal of eventually building a new campus location in conjunction with K2 Development, the McConnell Foundation and Hill

Country Clinic. CHYBA successfully submitted an application to OPSC and is currently working on an application to the CA Charter School Finance Authority to determine the amount of their potential award.

COFFEE CREEK

- Generator – CCESD has an electrician working on this
- Tennis Court – TCOE has received a quote regarding resurfacing the CCESD tennis court and sent to district for review and is securing an additional quote

DOUGLAS CITY

TCOE staff visited campus on 05/03 to review status of current projects in addition to developing an overall site plan prior to working on an overall Facilities Master Plan (or variant). Additional projects below.

Working with DCESD on multiple projects that are ESSER driven, in whole or in part.

- *Shade Structure*: Waiting on design and then will contact architect to run through DSA.
- *Bleachers*
- Asphalt update

In addition to the following:

- *Future Modernization* – TCOE staff and district superintendent to reboot this conversation
- *Master planning* – We have forwarded Lewiston ESD's RFP to DCESD for their review.

JUNCTION CITY

- *Water System Replacement* – We received feedback from State Agency. PACE revised scope of work and set it back in. We should have word back on funding within weeks.
- *Closing out original construction* – Ongoing
- *Future Modernization* – Still in process with updating enrollment status, etc.

LEWISTON

- *Previous Bathroom Project* – Architect is working with DSA to define the specific required ADA work. Once this is complete, District will approach OPSC regarding funding.
- *Facilities Master Plan* – District has hired a consultant and will start this process on 06.16.2022 with an initial call.
- *Universal Pre Kindergarten* – TCOE staff coordinated submission of a facilities project application to OPSC.
- *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 – Facilities lead Pickett is consulting with TCOE regarding two projects that are ESSER related. For the HVAC Project the district will need an architect and TCOE has been coordinating with Persinger Architects, the firm that completed the rebuild projects.

SOUTHERN TRINITY

- **HVAC replacement (AB 841)** – TCOE has been in touch with contacts at the California Energy Commission to get a status on where our application stands in the process. The remaining application step is an estimate from a contractor. TCOE has been in touch with Hughes Construction in Redding and they are working on an estimate.

TRINITY ALPS

- *Main THS Campus* – Project is still moving along well other than the HVAC vendor who is having capacity challenges. We hope to be able to align the TAUSD team's expectations and the vendor's reality to ensure that, even if delayed, the project work has a path forward.
- *Weaverville UTK Expansion* – TCOE coordinated the submittal of a facilities application to update the room formally utilized by the Weaverville Parent Nursey School to act as WES's TK facility.

TRINITY CENTER – Productive visit to campus during May. Created list of key items to review address with district. Key next step is vehicle (transportation van) acquisition.

TRINITY COUNTY OFFICE OF EDUCATION

- Architect has reengaged and we had a successful walk through of TCOE campus. ADA scope and cost estimates are in development.



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

May 13, 2022

Sarah Supahan, Superintendent
Trinity County Office of Education
P.O. Box 1256
Weaverville, CA 96093-1256

Dear Superintendent Supahan:

Subject: 2021–22 Second Interim Report

Pursuant to California *Education Code* Section 1240(l), the CDE has reviewed your county office of education's Second Interim Report and the accompanying positive certification of financial solvency to determine whether it complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education and is consistent with a financial plan that will enable the county office of education to satisfy its multiyear financial commitments, including all financial obligations in the current year. We concur with your assessment that, based on current projections, your county office of education will be able to meet its financial obligations for the current and subsequent two fiscal years and that a positive certification is appropriate.

We appreciate the submission of your Second Interim Report. If you have any questions or concerns, you may email us at SACSINFO@cde.ca.gov.

Sincerely,

/s/

John Miles, Administrator
Fiscal Oversight and Support Office

JM:jp
2022-0201-53

cc: Gretchen Deichler, Chief Business Official, Business Services

CONSOLIDATED GENERAL ELECTION
NOVEMBER 8, 2022
TRINITY COUNTY OFFICE OF EDUCATION
DISTRICT FACT SHEET

The Trinity County Office of Education Fact Sheet must be completed & returned with the following information **no** later than **July 6, 2022**.

1. INCUMBENT INFORMATION

I have reviewed the enclosed "Incumbent List by Office" information for the elective officers of the district. According to our records: (Check where applicable)

☒ The information is correct

☐ The information is incorrect. **I have marked needed changes and have listed the dates of vacancy and appointment** if they are different from the information on the form.

Number of Full Term seats up for election: 2

Number of Short Term seats up for election: 0

2. CANDIDATE STATEMENT

The following entity will be responsible for paying the candidate statement costs (\$275.00): (Check One):

☒ Candidate

☐ District

3. QUALIFICATIONS FOR OFFICE AS REQUIRED BY THE DISTRICT'S PRINCIPAL ACT

Our records show that your districts qualifications for office are:

- A candidate must be a resident and registered voter of the district.

Please check the appropriate box below:

☒ The qualifications listed above are correct and have not changed.

☐ The qualifications for office have changed. These changes made in our district Principal Act are listed below:

4. DISTRICT BOUNDARIES

☒ No changes to district boundaries.

☐ Changes have been made to district boundaries. I have provided a map or list of completed annexation numbers since districts last regular election.

5. RESOLUTION CALLING FOR ELECTION Elections Code §10002

☒ Enclosed is the resolution adopted by the District Board members. The resolution must include a Request for Consolidation, designation of who will pay for the Candidate Statements, and acceptance of the Elections Office estimated cost for printing and distributing the Candidate Statement.

☐ Other _____

June 21, 2022

DATE

(DISTRICT SEAL)

BOARD PRESIDENT OR DISTRICT SECRETARY

Sally Aldinger

PRINTED NAME

P.O. Box 1279

MAILING ADDRESS

Hayfork, CA 96041

CITY, STATE, ZIP

(530) 628-5066/tcoedistrict3@tcoek12.org

PHONE NUMBER/E-MAIL ADDRESS



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>

Order of Election

(Education Code Sections 5000, 5018, 5304, and 5322)

RESOLUTION #21-22-13

ORDERING GOVERNING BOARD MEMBER ELECTION

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of members of the governing board of the Trinity County Office of Education, Trinity County.

NOW BE IT RESOLVED that the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on **Tuesday, November 8, 2022**.

The purpose of the election is to elect

one (1) four-year term for Area IV
and one (1) four-year term for Area V

to the members of the governing board of the Trinity County Office of Education

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver not less than 123 days prior to the date set for the election, two (2) copies of this Resolution and Order to the County Superintendent of Schools and one (1) copy to the officer conducting the election.

Trinity County Office of Education has determined that the Candidate will pay for the Candidate's Statement.

The Candidate's Statement will be limited to 200 words. The Candidate shall pay the estimated cost at the time of filing their Declaration of Candidacy. The County hereby establishes the estimated cost for a candidate statement as the following: \$275.00.

Trinity County Office of Education directs that the County Registrar of Voters of the principal county publish the Notice of Election in a newspaper of general circulation that is regularly circulated in the territory.

The Board hereby requests and consents to the consolidation of this election with other elections which may be held in whole or in part of the territory of the district, pursuant to Elections Code 10400.

Trinity County Office of Education will reimburse the county for the actual cost incurred by the county Elections official in conducting the general district election upon receipt of a bill stating the amount due as determined by the elections official.

The Clerk of this Board is ordered to deliver copies of this Resolution to the Registrar of Voters.

The foregoing Resolution and Order was adopted by a formal vote of the governing board of the Trinity County Office of Education, being the board authorized by law to make the designations therein

contained on June 21, 2022.

Signed: _____
(Ex-Officio Secretary of the Governing Board)

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINED: _____

Instructions: After the Order of Elections is adopted by the board, the clerk or secretary should sign the Order and deliver two (2) copies to the county superintendent of schools and one (1) to the officer conducting the election not less than 123 days prior to the date set for the election (Education Code 5322). One (1) of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters, with a copy of the Notice of Election, at least 120 days prior to the day of election (Education Code 5324).

(1) Instructions: If the election is called under Education Code 5018 insert:

“Another purpose is the measure whether the number of members of the governing board of Trinity County Office of Education shall be increased from three to five.”

“Another purpose of the election shall be to elect two additional members of the governing board of Trinity County Office of Education to serve if the above measure is approved.”



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>

TRINITY COUNTY OFFICE OF EDUCATION RESOLUTION #22-23-01

RESOLUTION FOR ESTABLISHING AUTHORIZED SIGNATURES FOR THE PURPOSE OF PROVIDING CHILD CARE AND DEVELOPMENT SERVICES

BE IT RESOLVED that the Trinity County Board of Education authorizes entering into local agreement number(s) **CSPP-0648, CLPC-0052, CRET-0049** and that the persons who are listed below, are authorized to sign the transaction for the Trinity County Board of Education.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Sarah E. Supahan	County Superintendent of Schools	_____
Cindy Blanchard	Chief Business Official	_____
Fabio Robles	Deputy Superintendent	_____

PASSED AND ADOPTED THIS **21st day of June 2022** by the Trinity County Board of Education of Trinity County, California.

I, Sally Aldinger, President of the Governing Board of the Trinity County Board of Education, of Trinity County, California certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Regular meeting thereof held at a regular place of meeting and the resolution is on file in the office of said Board.

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINED: _____

Date: _____

Sally Aldinger, President
Trinity County Board of Education



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>

**TRINITY COUNTY OFFICE OF EDUCATION
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT
2022-2023
Resolution #22-23-02**

WHEREAS, the voters approved Proposition 55 on November 8, 2016;

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Trinity County Office of Education;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Trinity County Office of Education has determined to spend the monies received from the Education Protection Act as attached.

AYE _____
NO _____
ABSENT _____
ABSTAIN _____

DATED: _____
Board President



Trinity County Office of Education

Sarah E. Supahan
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256
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TRINITY COUNTY OFFICE OF EDUCATION RESOLUTION TO ESTABLISH FUND BALANCE POLICIES AS REQUIRED BY GASB 54 Resolution #22-23-03

At a regular meeting of the Trinity County office of Education Board of Trustees held on June 21, 2022, on a motion made by _____ and seconded by _____, the Board adopts the following resolution:

WHEREAS, the Governmental Accounting Standards Board (GASB) has adopted Statement Number 54 (GASB 54), *Fund Balance Reporting and Governmental Fund Type Definitions*, that is effective in fiscal year 2018-2019 and

WHEREAS, the Trinity County Office of Education wishes to comply with GASB 54 as required beginning with the current July 1, 2022 – June 30, 2023 fiscal year;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees hereby adopts the following policy:

FUND BALANCE POLICY

Fund balance measures the net financial resources available to finance expenditures of future periods. The County Office's Unassigned General Fund Balance plus the unassigned and committed Special Reserve Fund 17 will be maintained to provide the County Office with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance plus the unassigned and committed Special Reserve Fund 17 may only be appropriated by resolution of the Board of Trustees.

Fund balance of the County Office may be committed for a specific source by formal action by the Superintendent of Schools. Amendments or modification to the committed fund balance may also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end. The formal action required to commit fund balance shall be by board resolution or majority vote.

The Superintendent of Schools and Board of Trustees' delegate's authority to assign fund balance for a specific purpose to the Chief Business Official.

For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first and then unrestricted. Expenditures incurred in the unrestricted fund balances shall be reduced first from the committed fund balance, then from the assigned fund balance and lastly, the unassigned fund balance.

The Superintendent of Schools recognizes that good fiscal management comprises the foundational support of the County Office. To make that support as effective as possible, the Superintendent intends to maintain a minimum fund balance of 10% of the County's general fund annual operating expenditures.
The fund balance policy attached for annual review.

The above Resolution is adopted:

Aye: _____ No: _____ Abstain: _____ Absent: _____

Date

Board President

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Trinity County Office of Education	\$150000

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

As a trauma informed community school we will partner with social emotional support services "Capturing Kids hearts".

We will also upgrade our current SIS system in order to better track and be able to develop a comprehensive 4-year student academic plan with an annual high school evaluation of each students transcripts, targeted 1 on 1 high-dosage academic tutoring, 1 on 1 counseling services with families for relationship building and postsecondary planning and social-emotional support and vertical articulation with home high school staff to build coherence in support services.

Additionally, we will train staff to become registered behavioral technicians and provide training in Moral Reasoning Therapy to support social emotional needs for our students in order to provide the best environment and opportunity for success.

Finally, we will provide opportunities for college visit field trips.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

We will work closely with the home school's counseling department in order to ensure that all students within these populations will be academically advised and supported to increase opportunities and student self-efficacy in their belief to take the pathway of A-G courses for graduation requirements. No student shall be denied access to these courses, and if prerequisites need to be met prior to entrance of a course, the counseling department will be sure students are advised of the requirements beforehand and given the opportunity to take the appropriate courses to still allow for time to take the required A-G coursework. Efforts will be put in to ensure student access to appropriate course information is provided prior to making course decisions for scheduling, which will occur in the form of handouts and classroom presentations, as well as individual guidance that will be provided to allow for questions to be asked and appropriate placement to be provided for each student.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 8

RISE identified students who earned a "D", "F" or "Fail" grade during the 2021 spring semester. RISE provides remediation opportunities through the course textbooks, packets, and Edgenuity high school curricula, which include courses that are A-G. We had 15 students enrolled during the 20-21 school year and 8 out of 15 students had a "D" or "F" in at least one subject area.

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

One of the goals within LCAP is to increase the number of students who meet the UC and CSU requirements, as well as mastery of grade level content, all of which tie in directly to the goals of our A-G grant plan. This alignment allows us to refocus our efforts with goals 3 and 4 of our LCAP by providing funding to support resources that will build our students ability to meet the requirements, our staff to be trained and further their professional development in supporting these efforts, purchase appropriate materials that help students to achieve success within newly adopted courses that align with A-G requirements, as well as adopt additional tutoring and academic support for students who may encounter struggles within the A-G courses.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Capturing Kids Hearts	8,000
1:1 counseling services	22,000
Behavior technicians and Moral Reasoning Therapy	100,000
1:1 Tutoring	5,000
SIS system upgrade	10,000
Field trips for college visits	5,000

June 14, 2022

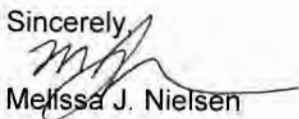
Melissa Nielsen
PO Box 175
Junction City, CA 96048

Trinity County Office of Education
201 Memorial Drive
Weaverville, CA 96093

Dear Members of the Board,

I regret to inform you that I will be resigning from my position effective immediately, as I have accepted a position with the Office of Education that would be a direct conflict of my role on the board. It has been an honor to serve alongside all of you and I thank you for your continued service.

Sincerely,



Melissa J. Nielsen

Universal PreKindergarten Planning and Implementation Grant Program – County Offices of Education Countywide Planning and Capacity Template

A Resource for County Offices of Education
Released – 3/22/2022

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before Kindergarten (K) have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social-emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize Universal PreKindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including Universal Transitional Kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the 2020 Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child and their families.

The California Universal PreKindergarten Planning and Implementation Grant Program – Overview of County Offices of Education Support Function

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to PreKindergarten (Pre-K) programs at local educational agencies (LEAs). More information about this program is further outlined in the UPK Planning and Implementation Grant Program – LEA Planning Template (LEA Planning Template), which can be found on the California Department of Education's (CDE's) website at <https://www.cde.ca.gov/ci/gs/em/>.

Under the provisions of California Education Code (EC) Section 8281.5(c), grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with K enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

These funds may be used for costs associated with providing countywide planning and capacity building services to help LEAs in their county create or expand CSPP or Transitional Kindergarten (TK) programs, or to establish or strengthen partnerships with other providers of Pre-K education within the LEA, including Head Start programs, to ensure that high-quality options are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After School Education and Safety (ASES) Program, the CSPP, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. **COEs are also required to develop and present a plan that describes how the COE is providing support for countywide planning and capacity building efforts for UPK planning and implementation (EC Section 8281.5). Additionally, COEs will be required to submit the required data questions outlined in this template. If a COE operates a TK and K program, it must also develop a UPK Plan and provide the CDE with required data as outlined in the LEA Planning Template.**

The CDE released the UPK Planning and Implementation Grant Program - COE Countywide Planning and Capacity Template to: (1) offer planning questions for COE consideration in developing comprehensive plans for supporting LEAs to plan and implement UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

COEs should develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.

The California County Superintendents Educational Services Association (CCSESA) developed The Universal Prekindergarten Planning Toolkit: A Resource for County Offices of Education in California as a resource guide that can be found at https://ccsesa.org/?wpfb_dl=7924. It offers approaches and examples of how COEs can assist LEAs with planning for both UPK as well as preschool through third grade (P-3) continuum alignment and capacity building. The toolkit is a companion document to align with focus areas outlined in the LEA Planning Template. CCSESA also developed a UPK LEA Assessment Tool to support the ongoing planning process to expand access to Pre-K programs that can be found at https://ccsesa.org/?wpfb_dl=7925.

Universal PreKindergarten County Office of Education Countywide Planning and Capacity Template

This template mirrors the format of the LEA Planning Template and includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical for COEs to answer in order to effectively support the development of comprehensive, responsive, and community-centered UPK Plans locally.

- Recommended Questions: All COEs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE, but do support more holistic planning to meet the intent of these funds.
- Required questions: All COEs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the COE required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how COEs are supporting LEAs as they move through the planning and implementation process.

The questions required for submission to the CDE should be answered based on how the COE supported LEAs in advance of their June 30, 2022, plan presentations to local governing boards, as well as how the COE plans to continue to support implementation of UPK in the county through 2025–26.

The UPK COE Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence

- b. Community Engagement and Partnerships
- c. Workforce Recruitment and Professional Learning
- d. Curriculum, Instruction, and Assessment
- e. LEA Facilities, Services, and Operations

Key Considerations

Staffing County Office of Education Capacity for Planning, Communication, and Coordination

Local partnerships are critical to successful UPK implementation both at the district and county levels. COEs should play a key role in facilitating the development and strengthening of partnerships with local service providers in support of local UPK implementation that meets children and families' needs. Many funding opportunities available to support UPK implementation have been made available, and COEs are in a unique position to coordinate efforts across LEAs so that funding can achieve maximal impact. To that end, the CDE encourages COEs to include plans to hire personnel to focus on effective UPK implementation in their county including supporting communication and coordination with LEAs, extended learning and care programs and partners, other local service providers, institutions of higher education (IHEs), and other community partners involved in UPK implementation related to planning, grant management, and implementation.

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC Section 48000[c][1]). COEs should support LEAs to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a faster timeline through early admittance TK (ETK) (children who turn four between July 1 and September 1 of the school year will not qualify for ETK, but will qualify for TK in 2025–26) will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* Average class size across the school site.

** Subject to future legislative appropriation.

*** Pursuant to EC 37200 the end of the school year is June 30th.

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a P–3 Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P-3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences. Additional information about the CDE’s P-3 Alignment Initiative can be found at <https://www.cde.ca.gov/ci/gs/p3/>.

COEs should support LEAs to create UPK Plans that are aligned with the vision of a P-3 continuum. This includes supporting districts to engage leadership and staff from across different departments and divisions in the UPK planning effort. These could include district staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, human resources, business services, special education, multilingual education, expanded learning and afterschool, and facilities. COEs should support LEAs to engage the families and extended learning and care providers in these planning efforts as well.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before K; however, LEAs must articulate how they plan to ensure access to full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs. COEs can play an important role in supporting LEAs to identify the needs of families and design a UPK implementation model that meets these needs.

Additionally, starting in the 2022–23 school year, LEAs receiving Expanded Learning Opportunities Program (ELO-P) funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can also partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). COEs can assist LEAs in developing partnerships with extended learning and care partners to provide these services. Some strategies include making connections across district and extended learning program staff, facilitating input and engagement sessions, convening partner meetings, providing lists of contacts, and more.

Creating Joint or Aligned Plans

COEs are encouraged to support joint planning efforts in instances where a joint plan is most effective or feasible. LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or K average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers. COEs play a critical role in supporting these joint planning efforts among LEAs. COEs are also encouraged to collaborate with other COEs, as needed and applicable, in order to support capacity and effectiveness of the planning and support provided.

UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, COEs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how the COE is providing support for countywide planning and capacity building efforts for UPK planning and implementation.

1. Please complete the following table:

COE Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Trinity County Office of Education	Fabio Robles Deputy Superintendent	frobles@tcoek12.org	530.623.2861

2. Did the COE develop a joint plan with another COE?

No

3. If the COE answered Yes to Question 2, what other COEs are part of this joint plan?

4. Did the COE support any LEAs to develop joint plans?

No

Projected Enrollment and Needs Assessment

Required Questions

The CDE will be collecting this information after the COE plan is presented to the governing board and after districts have presented their plans to their local governing boards.

1. What data sources has the COE used to support LEAs in the development of enrollment projections or needs assessments? [select all that apply]

TK and K census day and cumulative enrollment counts from 2013 through 2019 as reported to the CDE (these may be acquired through the CDE TK Data web page at <https://www.cde.ca.gov/ds/ad/filestkdta.asp>)

Estimated population of three-, four-, five-, and six-year-old children for each county from 2013 through 2026 produced by the Department of Finance (DOF) (these may be found on the DOF Projections web page at <https://www.dof.ca.gov/forecasting/demographics/projections/>)

CHHS Live Birth Profiles by ZIP Code (these can be found at <https://data.chhs.ca.gov/dataset/cdph-live-birth-by-zip-code>)

California Department of Social Services (CDSS) Licensing data

California Child Care Resource and Referral (R&R) Network data tools

CDE TK and Kindergarten enrollment by school and LEA (these can be found on the CDE TK Data web page at <https://www.cde.ca.gov/ds/ad/filestkdta.asp>)

2. Has the COE partnered with local Head Start providers, CSPP, local childcare and development planning councils (LPCs), R&R agencies, or other early learning and care partners to leverage existing data to inform LEA needs assessments? [Select all the apply]

CSPP providers

R&R agencies

Head Start providers

Women, Infants, and Children Program

3. Has the COE provided technical assistance to LEAs in any of the following areas related to projecting enrollment and assessing needs? [select all that apply]

Support for parent surveys to gauge interest in service delivery models

Data analysis capacity building to support staff to refine enrollment projections and project staffing needs based on community context

Information on program eligibility requirements to project enrollment across programs

Information on available resources and programs to support workforce pipeline development to staff UPK

Draft

Focus Area A: Vision and Coherence

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the COE's vision for UPK from a countywide perspective?

The vision of Trinity County Office of Education is to provide intentional, coordinated and comprehensive support to students, families, early educators, and school districts during the next several years as the familiar early education system undergoes adjustment. In response to the Universal Prekindergarten implementation, our county office is working to align foundational concepts and tools across districts to increase social emotional well-being, academic success, and productive, high-quality learning environments for all eligible PreK students. Trinity County Office of Education aims to accomplish this by: providing targeted professional development opportunities to increase competencies of UPK instructors and support staff; through meaningful engagement and collaboration with families, community based organizations, and family daycare centers; ensuring developmentally appropriate curriculum and classroom environments align with best practices or existing standards; and facilitating a network of localized early educators in order to increase retention and develop a county cohort. Our COE will offer guidance on instructional practices that are inclusive and accessible for all students, while navigating the delicate dynamic of developmental, cultural, socioeconomic, and geographic disparities of our county residents. Additionally, our COE is looking to increase capacity in our UPK vision by developing a P3 Instructional Specialist position who will provide direct and dedicated service to UPK stakeholders.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. How many districts is the COE offering or planning to offer support to?
9
2. How many districts have accepted or participated in COE-administered UPK planning supports within the county to date?
8
3. How many charters is the COE supporting or planning to support within the county?
0
4. What proportion of districts and charters is the COE supporting or planning to support within the county?
88%
5. How did the COE support LEAs to develop a local vision for UPK?

During the Spring of 2022, Trinity County Office convened or participated in meetings with the Local Planning Council, District Administrators, Fist 5 Commission, school boards, collective and individual district staff, resource and referral agencies, and facilitated conversations between LEA's and co-located CSPP administrators. We provided technical assistance and personnel to guide LEA's forward in understanding the facility components and subsequent funding associated with UPK implementation. We have provided informational tools and templates that serve as a framework that individual LEAs can adjust in order to accommodate their localized context.

6. Has the COE supported or does the COE plan to support districts to incorporate UPK into their Local Control and Accountability Plans (LCAPs)?

Yes

7. Did the COE implement or is the COE planning to implement internal organizational structures or modifications to ensure that COE child development and early education staff collaborate and coordinate effectively with staff in other departments within the COE (for example, Special Education, Curriculum and Instruction)

Yes [if yes, what changes were made or what changes are planned; open response]

COE has established an internal UTK Task force composed of Educational Services, Special Education, Business, and Facilities Departments. Our UTK taskforce will convene on a regular basis to ensure collaboration and effective coordination occur for opportunities to assess, modify, and improve the plan implementation in real time. In addition, TCOE is developing a staff position for a P3 instructional specialist.

8. Does the COE plan to support LEAs in the county to either apply to operate a CSPP contract or apply to expand existing CSPP contracts? [select one]

No - The LEAs in the county do not hold a CSPP contract nor plan to apply for a CSPP contract in the future

9. In which of the following Focus Area A: Vision and Coherence areas has the COE provided technical assistance to LEAs? [select all that apply]

Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)

Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

Considerations for TK early admittance

Technical assistance on how to integrate UPK and P-3 in the district LCAP

Implementing internal organization changes to ensure LEA child development and early education staff collaborate and coordinate effectively with staff in other departments within the LEA (for example, Special Education, Curriculum and Instruction)

Focus Area B: Community Engagement and Partnerships

Required Questions

1. Is the COE collaborating with other COEs (for example, sharing resources, developing joint plans, administering joint technical assistance sessions) to provide UPK planning and implementation support to LEAs?

No

We are an extremely small and rural County Office and have successfully reached out to other COE's (Glenn, Siskiyou, Humboldt, Shasta) numerous times to inquire about their plans, templates, resources, training opportunities, informational pamphlets and more. Our relationships with these COE's have been both beneficial and essential to our County planning efforts, but formal collaboration has not occurred.

2. Which partners has the COE worked with or convened to support UPK implementation in their county?

Special Education Local Plan Areas (SELPA's)

R&R Agencies

CSPP Providers

Community-based organizations (CBOs) providing early learning and care

Parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])

First 5 County Commission

Going forward for Year 1, our professional learning network and UPK Taskforce will have established organizational structures that invite wider partner representation and deeper participation from stakeholders.

3. What forums has the COE joined, administered, or convened to elevate and support UPK implementation within the county?

R&R Agency meetings or forums

Local QCC meetings

COEPACD & CCSESA: We continue to advocate for a modification to statute for frontier counties, with low enrollment projections. We have also spoken with our IHE's, encouraging ECE courses be offered as part of the general education requirements, thus supporting greater knowledge of early childhood development across career pathways.

4. How has the COE worked with community-based extended learning and care providers to share information about UPK planning and implementation?

Joined or convened meetings with community-based providers

Provided information to the R&Rs and LPCs to share with providers

Provided information on how community-based providers could alter their service models to provide early learning and care opportunities for younger children or to provide extended learning and care after school

We have established monthly meetings with R&R's, LPC coordinator, and CSPP contractors to maintain direct lines of communication to tackle UPK myths and mysteries. Going forward, these meetings will continue to ensure we are tracking UPK realization across the mixed delivery model and able to respond as needed.

5. In which of the following Focus Area B: Community Engagement and Partnerships areas has the COE has provided technical assistance to LEAs? [select all that apply]

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

Strategies for Increasing UPK enrollment and parent awareness of programs

Provided information and technical assistance on the intersection of TK and ELO-P

Shared information about allowable blending, braiding and layering of programs, including examples

Provided information about various funding streams that are available to districts to support inclusion programs (for example, early intervention special education dollars)

Focus Area C: Workforce Recruitment and Professional Learning

Required Questions

1. How is the COE supporting districts in creating a pipeline of ethnically, culturally, and racially diverse, multilingual TK and early education teachers?

Creating pipeline programs to elevate the qualifications of existing early education staff, including targeted recruitment of racially and culturally diverse individuals

Encouraging workforce programs to offer culturally competent mentoring and coaching

Providing learning cohorts organized by primary language

Offering coursework online or coursework that can be completed on candidates' own time

Offering or collaborating to offer paid internship and apprenticeship programs

Working with local public IHEs to establish or implement culturally and linguistically responsive preparation programs

2. Which of the following strategies does the COE intend to use to support a pipeline of diverse and effective prospective TK teachers to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local accredited IHEs or other COEs to help support teachers holding less than a full credential to complete requirements to earn a Preliminary Multiple Subject Teaching Credential

Establish a relationship with other LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through Career Technical Education programs, dual enrollment programs, clubs, registered apprenticeships, or other such early recruitment opportunities

Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers in the county

Apply for workforce development funding and competitive grant opportunities from the CDE

Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs; open response]

Create a countywide matrix of workforce programs to share with LEAs and prospective educators

We continue discussions with Shasta College to provide unit bearing course work at their satellite campus during non-traditional hours. Currently this IHE has a minimum enrollment threshold necessary to provide instruction at the location, which we repeatedly do not meet. In an effort to leverage all partnerships, we are developing a rubric to guide and support individuals interested in attaining TK credential status with COE staff time, mentoring, financial incentives, and administrative support.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Partner with a local IHE offering eligible early childhood education or childhood development coursework

Provide information on scholarship and grant opportunities

Apply for workforce development funding and grant opportunities

Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

Offer advice to existing teachers on ECE requirements and how to meet the requirements

Develop or work with an established mentorship program to support new TK teachers

Create a countywide matrix of workforce programs to share with LEAs and prospective educators

Trinity County Office of Education will provide a consolidated platform for trainings and targeted competency development to ensure our current staff understands biases, cross-cultural barriers, and systems of privilege. Additionally, we will leverage the diversity we have amongst our staff to create an inviting space for new educators to join. We will leverage or increase partnerships with Shasta County First 5, CPIN, Quality Counts North State, WestEd, North State Together and other networks to guarantee we are developing strategies that meet the requirements as well as provide useful supports for prospective teachers.

4. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP or LEA-operated preschool teachers, including multilingual educators, to obtain a Child Development Teacher Permit? [select all that apply]

Partner with an IHE (including both community colleges and four-year IHEs) offering eligible early childhood education or childhood development coursework

Provide information on scholarship and grant opportunities

Apply for workforce development funding and grant opportunities

Offer advising and transcript analysis to prospective CSPP teachers on requirements and support individual planning for how to meet the Child Development Teacher Permit requirements

5. In which of the following Focus Area C: Workforce Recruitment and Professional Learning areas has the COE provided technical assistance to LEAs? [select all that apply]

Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs in the county

Sharing strategies to support the teacher pipeline (for example, strategies for recruiting multilingual educators, the impact of cohort models, ways to implement apprenticeships or residency programs, etc.)

Creating professional learning opportunities to provide school site leaders with more early childhood knowledge

Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

Focus Area D: Curriculum, Instruction, and Assessment

Required Questions

1. If any LEAs in the county administer CSPP, does the COE plan to support them with providing any of the following language model(s) for CSPP students? [select all that apply]

English-only instruction with home-language support

2. In which of the following Focus Area D: Curriculum, Instruction, and Assessment areas has the COE provided technical assistance to LEAs? [select all that apply]

Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

Other [open response]

Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

Our TK enrollment projections are minimal for the majority of our districts, with nearly all TK students residing in mixed grade classrooms. Following cross sector discussions, school year 22/23 will continue with the existing curriculum, instruction and assessments previously used by the individual district in conjunction with the COE led professional learning series designed for P3 educators to have space, targeted trainings, workshops and sustainable networks to determine the best curriculum, instruction, and assessments for the UTK student. Additionally, COE will advocate the State provides required and/or recommended UTK curricula and assessment tools to properly guide the alignment concept to reality. In year 1, our professional learning network will explore California Preschool Curriculum Frameworks and California Preschool Learning Foundations for adoption.

Focus Area E: LEA Facilities, Services, and Operations

Required Questions

1. In which of the following Focus Area E: LEA Facilities, Services, and Operations areas has the COE provided or plans to provide technical assistance to LEAs? [select all that apply]

Guidance on how to modify an elementary school classroom to serve young children, including but not limited to proximity of bathrooms within or near classrooms and location of parking near drop-off locations

Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children (or to offer extended learning opportunities, including in intersession and summer)

Guidance on how to modify an elementary school classroom to serve young children, including but not limited to proximity of bathrooms within or near classrooms and location of parking near drop-off locations

Utilizing outdoor learning environments

TCOE is acting as a "convening facilitator" to build out ideas and best practices among our participating districts for most of the issues listed above. We are providing direct support for item a. (Guidance on how to modify classrooms) and, to some degree, item f. (Utilizing outdoor learning environments) based on guidance that we're receiving from CDE and OPSC.

In regards to data systems, we are planning to work on a county wide ECE assessment to capture general student information and trends. Internally, our districts use different Student Information Systems (SIS) and, while the implementation will vary, we will be encouraging districts to work with their SIS vendors to build out appropriate measures and metrics.

While transportation and meals are the two areas where districts have a higher level of variability and lower need for support from TCOE, districts are also sharing resources, concepts and information with each other to facilitate these fundamental areas.

Regarding item e. (Best practices preventing displacement...) this varies widely by district (many districts will be hosting 5 or fewer 4 year olds) and there is direct effort to ensure parents understand they have the choice. California State Preschool Programs (CSPPs) operate on two of the 10 elementary school campuses and we continue to facilitate discussions to ensure healthy dialogue and optimal programs continue forward.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that COEs may need to support LEAs to implement effective UPK programming.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. How is the COE developing capacity to support UPK? [select all that apply]

Hiring a dedicated staff person to focus on UPK or P-3

Providing technical assistance or coaching on key issues such as braided and blended funding models, curriculum and instruction best practices

Facilitating standing capacity building, peer learning, or collaboration meetings

Joining UPK or P-3 webinars offered by the CDE

Partnering with other COEs to increase or share expertise

2. What is the COE learning about UPK planning and implementation locally?

Our COE is learning that districts have great concern about the increased qualifications required of previously qualified teaching professionals, who now find themselves suddenly "unqualified" to be working in their chosen career. Locally, we understand that there is financial inequity between preschool instructors and TK/K teachers. Discussions with partners, districts, daycare centers, families, and community based organizations all share a common message: the timing of UPK feels unnecessarily expedited and has limited direction from the State, creating a stressful scenario for most.

3. What are common LEA challenges that the COE is encountering and supporting?

Staffing, capacity, and physical space requirements are common challenges across our rural districts. Our communities are very small and partnering with community based organizations to provide wrap around services or extended leraQuestions that continue to be elevated to our office are: How can the classroom and district best accommodate the emerging younger student population on campuses that do not have the physical space to meet the ratio requirements? How will districts financially support the expense of additional, qualified staff to accommodate the ratio when ADA funding for TK enrollment will never cover this cost? Due to our low population density and limited demographic of 3-5 year olds, a challenge brought forward by our CSPPs, Headstart, private preschool, and several family home day care providers is the sense of competition for enrollment to maintain the existing equilibrium and pathways of livelihood. The inequity in pay scales across early learning programs is also a sizable challenge.