

**Meeting of
Madera County Board of Education
Tuesday, August 9, 2022
3:30 p.m.**

This meeting will be held at
1105 South Madera Avenue, Conference Room 5,
Madera, CA 93637

AGENDA

Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.

1.0 Call to Order

1.1 Flag Salute

2.0 Consideration of Minutes

2.1 Regular Meeting July 12, 2022 (Action) [Board]

3.0 Adoption of Board Agenda

(Action) [Board]

4.0 Information

4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

4.2 Letters and Communications

4.3 Non-School Sources

4.4 Madera County School Boards Association (MCSBA)
Executive Committee Meeting Report

[Vived]

4.5 Madera County Foundation Board Report

[Bustos]

4.6 Member Report(s)

[Member]

5.0 Information from the Superintendent and Staff

- 5.1 MCSOS' Report on Williams Complaints
[MCSOS programs and Madera County school districts] [Massetti]
- 5.2 Introduce New Staff

6.0 Old Business

7.0 Closed Session

8.0 New Business

- 8.1 Consideration Issuance of Temporary County Certificates
[Ratification of Temporary County Certificates issued previous month] (Action) [Casarez]
- 8.2 Consideration Disposition of Surplus/Obsolete Equipment
[Equipment to be declared obsolete and removed from inventory] (Action) [DeWall]
- 8.3 Consideration Investment Performance Statement
[Fourth quarter report from the County Treasurer] (Action) [DeWall]
- 8.4 Consideration of English Learner Plan
[Approval of annual plan] (Action) [Sanchez]
- 8.5 Consideration Approval of 2022-2023 Budget Revisions
[45-day revision due to state budget changes] (Action) [DeWall]
- 8.6 Consideration Review of Independent Study Policies and Administrative Regulations
[Review of policies] (Action) [Massetti]
- 8.6.1 Elimination of MCBE P 5221 Independent Study for 2021-2022
- 8.6.2 Revisions to MCBE P AR 5220 Independent Study
- 8.7 Consideration Renewal of Career and Alternative Education Services (CAES) Waivers to the State Board of Education to Waive Education Code 52852 in Order to Share School site Councils (SSCs) and Reduce the Number of Representatives Composing the SSC
[Annual board approval notice of renewal of waiver allowing CAES to share SSCs and to reduce the required number of representatives] (Action) [Cogan]

- 8.8 Consideration Bylaws Policy Update
[Addition of new section 9700 County
Superintendent] (Action) [Board]
- 8.8.1 County Superintendent Remuneration
MCBE BB 9501
- 8.8.2 Filling County Superintendent Vacancy
MCBE BB 9705

9.0 Other

10.0 Adjournment

UNADOPTED

Minutes of Madera County Board of Education July 12, 2022

Present: Cathie Bustos, Tammy Loveland, Zimri Padilla, Nancy Prosperi, Alfred Soares, Jr., Dr. Cecilia A. Massetti, Executive Secretary

Absent: Shelley Deniz, Joe Vived

Also Present: Joe Casarez, Fred Cogan, Julie DeWall, Jessica Drake, Jennifer Pascale, Tricia Protzman, Hugo Sanchez

1.0 Call to Order

1.1 Flag Salute

President Soares, Jr., called the meeting to order at 3:34 p.m., followed by the flag salute.

2.0 Consideration of Minutes

With Shelley Deniz, Joe Vived, and Nancy Prosperi absent and Tammy Loveland abstaining from 2.1 and Zimri Padilla abstaining from 2.2, President Soares, Jr., deferred the approval of the minutes until a quorum of the Board who had attended each meeting was present to vote at 4:00 p.m.

2.1 Regular Meeting June 14, 2022

Cathie Bustos moved to approve the minutes of June 14, 2022, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bustos, Padilla, Prosperi, Soares, Jr.

Noes: None

Abstain: Loveland

Absent: Deniz, Vived

2.2 Special Meeting June 21, 2022

Tammy Loveland moved to approve the minutes of June 21, 2022, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Loveland, Prosperi, Soares, Jr.

Noes: None

Abstain: Padilla

Absent: Deniz, Vived

3.0 Adoption of Board Agenda

The resource for agenda item 8.9 was changed from Massetti to Board.

Tammy Loveland moved to adopt the agenda as amended, seconded by Zimri Padilla

and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Soares, Jr.

Noes: None

Abstain: None

Absent: Deniz, Prospero, Vived

4.0 Information

4.1 Public Comment

President Soares, Jr., stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to, but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

4.2.1 Letters and Communications

- ♦ Dr. Massetti shared an article from the We Believe News. MCSOS was a partner funding the Student Hero Awards project. Danielle Ross facilitated a Social Emotional Learning (SEL) program for districts. This project was an outcome of that program which resulted in students receiving certificates upon completion of the MUSD Student Heroes Program.
- ♦ A ribbon cutting ceremony was held on June 27 for the Liberty Engineering Agriculture Farming (LEAF) Academy complex in the Golden Valley Unified School District.
- ♦ A retirement celebration was held honoring Dianna Marsh on June 15
- ♦ Two Pioneer Technical Center students were featured in the Madera Tribune as graduates.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report

Shelley Deniz and Joe Vived were absent. Dr. Massetti reported the next meeting will be held August 24 at Stone Creek Elementary.

4.5 Madera County Foundation Board Report

Mrs. Bustos reported the Foundation met on June 21. With Dianna Marsh retiring, her name has been removed from the EECU accounts. Julie DeWall and Tricia Protzman have been added as signers. PG&E has sent a second allotment of funds bringing the total balance to \$71,327.95. This fund includes the \$50,000 received from the Norma Mastin Estate. The next meeting will be held September 20. A list of student events was distributed to the Board.

4.6 Member Report(s)

None

5.0 Information from the Superintendent and Staff

5.1 State Budget Review

Mrs. DeWall reported the governor signed the budget bills on June 30th. The Senate Bill was signed June 27th and the 45-day revision timeline starts from that date. California has seen unprecedented revenue growth, which will not likely continue. A recession is predicted. K-12 should expect to receive no more than the COLA in the future. Decreases to one-time funding are expected. LCFF will receive \$8.9 billion in ongoing funds. Special Education will receive \$500 million going forward. Mrs. DeWall stated this is a really good budget all the way around. County offices are funded differently than districts. Charter schools and districts will receive the COLA and a base adjustment. County Offices will receive the COLA only. County Offices have not seen an increase to base operations funds. This year, County Offices will receive \$2 million in grant funds, which brings MCSOS up to where the districts have been. This funding will allow MCSOS to on-board staff for the LCAP. Two block grants will be received: Learning Recovery and Arts/music/instructional materials. There will be additional funding to State preschools. A surprise was that districts will be reimbursed 60% of the cost of home to school transportation for the prior year. There have been no new transportation funds for many years. This will be helpful to rural districts. The 45-day revision with the additional \$2 million will be brought to the Board in August.

5.2 Annual Board Calendar

Dr. Massetti noted the Annual Board Calendar serves as a guide to the Board for annual occurrences. The calendar is subject to change as circumstances warrant. In fact, changes have already occurred. New rules and regulations stipulate that the Board will need to adopt a transportation plan by April 1, 2023, and review it annually. The independent study policy will be brought to the Board for review in August.

5.3 Declaration of Need for Fully Qualified Teachers

Mr. Casarez reported MCSOS will have a need for approximately twelve university intern teachers. Most of these teachers have previously been employed by MCSOS and have been admitted to credential programs to earn the full authorization.

Board Member Prosperi arrived 3:55 p.m.

5.4 Quarterly Report on Williams Uniform Complaints

Ms. Drake reported no Williams Uniform complaints were received this quarter.

With the arrival of Ms. Prosperi, President Soares, Jr. returned to agenda item 2.0.

6.0 Old Business

6.1 Consideration CSBA Membership Dues FY 2022-2023

Cathie Bustos moved to approve the CSBA Membership Dues for 2022-2023, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

7.0 Closed Session

None

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Mr. Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from June 1-30, 2022. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Tammy Loveland moved to ratify the TCCs, seconded by Nancy Prosperi and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

8.2 Consideration Disposition of Surplus/Obsolete Equipment

Mrs. DeWall provided the Board with a list of equipment declared obsolete. Items included a laptop, a printer, monitors, video equipment, and a 2004 Chevrolet delivery truck.

Mrs. DeWall stated the vehicle has 182,000 and the engine no longer works. It will be going to the scrap yard.

Dr. Massetti added Jerry Raymond was the delivery person who drove this vehicle. He retired and then came back part-time. Recently, he fully retired and MCSOS was looking for a part-time delivery driver. Retiree Larry Lara has come back to fill this part-time position. Both Jerry and Larry are well received by the districts and represent the organization well.

Zimri Padilla moved to approve the list of surplus/obsolete equipment submitted, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None

Abstain: None
Absent: Deniz, Vived

8.3 Consideration Destruction of Records

Mrs. DeWall explained under Title V, California Administrative Code Sections 16020 through 16028, MCSOS may destroy Class 3 – Disposable Records with the Board's authorization. These records include accounting and budget records, contracts, personnel records, and purchasing records from 2018-2019.

Tammy Loveland moved to authorize the destruction of Class 3 records from 2018-2019, seconded by Nancy Prosperi and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

8.4 Consideration Acceptance of Annual Facility Education Program Review and Evaluation Report

Mr. Sanchez reported MCSOS partnered with Kings County's Juvenile Facility to have the Endeavor/Voyager programs reviewed and evaluated. Kings County Principal Elizabeth Norris visited the facility on June 23rd and Mr. Sanchez visited the King's County facility the same day.

Mr. Padilla asked if the requirements are the same for juvenile hall as they are for regular high schools. Mr. Sanchez stated the required number of credits for graduation may be reduced for incarcerated youth. Mr. Padilla asked if they receive a GED. Mr. Sanchez explained they receive a diploma.

Nancy Prosperi moved to accept the Annual Juvenile Facility Education Program Review and Evaluation Report, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

Due to the Public Hearing time requirement, President Soares, Jr. moved to agenda item 8.7.

8.7 Consideration of Investment Performance Statement

Mrs. DeWall reported MCSOS funds are deposited in the Madera County Treasury. The County Treasurer-Tax Collector's investments continue to provide as favorable a rate of return as can be expected in the current financial market. The current rate of return is 0.63%, which is higher than last year's rate of return of 0.47% for the same time period.

Zimri Padilla moved to approve the Investment Performance Statement, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

8.8 Consideration Bylaws Updates

President Soares, Jr., stated an ad hoc committee was formed to review Board Bylaws 9250, 9221, and 9501. The members included Cathie Bustos, Tammy Loveland, and Alfred Soares, Jr. The committee reviewed and agreed with the changes presented to the Board in red.

8.8.1 Compensation, Benefits and Reimbursement MCBE BB 9250

Dr. Massetti explained MCSOS has grown from a Class V county to a Class IV. The compensation allowable by law is now \$200 per month. Board members may waive the compensation through voluntary deduction, less earnings required to process payroll, to the Madera County School Foundation. The payroll agreement form has been added to the policy.

8.8.2 Filling of Vacancies MCBE BB AR 9221

Dr. Massetti explained administrative regulations were written to outline the steps that could be taken to fill a vacancy and were added to this bylaw.

8.8.3 County Superintendent Remuneration MCBE BB 9501

Dr. Massetti noted the additions to this bylaw:

- The county superintendent shall possess the appropriate credential.
- A newly elected county superintendent will normally be placed on Step 1.
- The Board of Education president may meet annually or at a minimum every other year with the county superintendent for the purpose of considering an adjustment to the salary schedule.

Tammy Loveland moved to approve Board Bylaws 9250, 9221, and 9501 as presented, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

8.9 Consideration Superintendent's Compensation

President Soares, Jr., asked the Board to review the sheet titled, "Class IV Counties (30,000 to 59,999 ADA) Base Salaries," which shows the salaries of county superintendents in El Dorado, Imperial, Madera, Marin, Merced, San Luis Obispo, Santa

Cruz, and Solano.

Mrs. Loveland explained the sheet titled Employee Group shows the increase that each MCSOS employee group has received since 2019. She felt Dr. Massetti should receive a comparable increase to her salary.

The ad hoc committee felt Dr. Massetti should be placed at Step 7 of the Superintendent of Schools 2022-2023 Compensation Schedule shown on page two of Agenda Item 8.9.

The Board of Education last set the Superintendent's salary and compensation on February 12, 2019. An ad hoc committee of the board has reviewed, local superintendent salaries, Class V County Superintendent salaries and compensation provided to Madera County Superintendent of Schools (MCSOS) employee groups.

Since 2019, the employees of the Madera County Superintendent of Schools have received the following:

- Cost of Living increases: 2019-2020 (2% or 3%); 2020-2021 (0%); 2021-2022 (1% to 3%); 2022-2023 (6.5%) totaling between 10.5% to 12.5% for the MCSOS employee groups during this time period
- CSEA and CTA groups also added four additional days to their contracts in this period for the 2021/2022 and 2022/2023 school years
- Adjustments have been made to the CSEA schedule to starting salary to be ahead of minimum wage increases
- In 2021/2022 all employees, *except the superintendent*, received a one-time payment of either \$2000, \$2500 or \$3000.
- The percentage between steps for the employees are: CSEA 5%; Internal Classified and Confidential 5%; Administrative staff 5%; (CTA percentages vary between steps based on prior negotiated settlements)

The superintendent has not received these cost of living salary adjustments or one-time payments.

Proposal for Superintendent of Schools 2022/2023 Compensation

1. To set a salary schedule for the superintendent
2. To add a calculation of 2.5% for the years of service as the county superintendent for each term of office. (2.5% for re-elected in 2014, 2.5% for 2018, and 2.5% for 2022 by the compounding method)
3. Steps be set at \$4,000 between steps
4. To place the Superintendent on Step 7 of the proposed schedule

Step 1 \$207,000

Step 2 \$211,000

Step 3 \$215,000

Step 4 \$219,000

Step 5 \$223,000 x.025 = \$228,575.00 x.025 = \$234,289.38 x.025 = \$240,146.61

Step 6 \$227,000 x.025 = \$232,675.00 x.025 = \$238,491.88 x.025 = \$244,454.18

Step 7 $\$231,000 \times 0.025 = \$236,775.00 \times 0.025 = \$242,694.38 \times 0.025 = \$248,761.74$
Step 8 $\$235,000 \times 0.025 = \$240,875.00 \times 0.025 = \$246,896.88 \times 0.025 = \$253,069.30$

STRS Calculation

It is recognized that as an elected official the County Superintendent is not subject to a traditional work calendar. For the purposes of the State Teachers' Retirement System (STRS) retirement calculation the year is deemed to be 220 days per year. Since the 2009-2010 year, Superintendent Cabinet members' calendars for STRS and PERS purposes have been at a 220 day year.

Health and Welfare

The Superintendent of Schools shall be provided with the same health and welfare benefit plan options as provided to the Administrative Staff (\$13,100.00) not to exceed a cap of \$14,000.00 annually.

Sick Leave

The Superintendent of Schools shall be provided with the same Sick Leave accrual as all regular twelve (12) month employees of 12 days per year.

Educational Increment

The payment of Master's degree and Doctorate degree are to be commensurate with the payments afforded to the Superintendent's Cabinet and Administrative Staff, Master Degree \$2000, and Doctorate degree \$2000 or both at \$4000. The payments shall be considered salary for tax purposes and treated as creditable compensation under the CalSTRS guidelines.

Longevity Increment

The employee longevity increment is commensurate with the longevity afforded to the Superintendent's Cabinet and Staff and would be at over 25 years of service or \$3,000 annually. The payments shall be considered salary for tax purposes and treated as creditable compensation under the CalSTRS guidelines. Dr. Massetti's years of service with the Madera County Superintendent of Schools organization is currently 43 years.

Telecommunications

The payment for telecommunications is commensurate with other designated members of the Superintendent's Cabinet and Administrative staff at \$40.00 per month.

Mileage

Actual mileage reimbursement at the IRS rate for business travel within and outside of the county.

Professional Dues

Professional dues are to be paid, not to exceed \$2200.

Effective date July 1, 2022, the Superintendent's base salary to be at Step 7.

Step 7 $\$231,000 \times 0.025 = \$236,775.00 \times 0.025 = \$242,694.38 \times 0.025 = \$248,761.74$

In summary, the Superintendent's salary has not been reviewed since 2019. The employees have received a 10.5% to 12.5% cost of living increases during this time period, during which the superintendent has not received any salary increases. The employees have also received one-time payments of \$2000 to \$3000 during this period. The superintendent did not receive a one-time payment.

This proposal provides the superintendent with 11.7% salary adjustment and all health and welfare and payments as noted above.

Mrs. Prosperi noted that considering everything Dr. Massetti had achieved during COVID, this is reasonable rate of pay.

Nancy Prosperi moved to approve the placement of Dr. Massetti on Step 7 of the Superintendent Compensation Schedule, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

9.0 Other

Dr. Massetti shared a list of accomplishments for 2022 put together by the administrators.

She stated staff will receive a shoebox full of personal protective equipment (face masks, hand sanitizer, COVID test kit, etc.) when they return in August.

Mr. Padilla asked if employees now have to be tested at work. Dr. Massetti asked Mr. Casarez to explain the measures being taken. Mr. Casarez stated employees who are not vaccinated must test once a week. MCSOS also provides tests to employees who think they have been exposed. When staff test positive, they are tested with an antigen test after the fifth day. If they test negative, they may return to work on the sixth day if their symptoms have greatly improved. Employees may return to work regardless of their test result after the tenth day if their symptoms have greatly improved.

President Soares, Jr., closed the meeting at 4:37 to open the Madera County Committee on School District Organization meeting.

President Soares, Jr., opened the public hearing on the Sufficiency of Instructional Materials for Alternative Education at 5:15 p.m.

No members of the public came forward to address the Board. The public hearing was closed at 5:16 p.m.

8.5 Consideration Resolution #1, 2022-2023 Sufficiency of Instructional Materials for Alternative Education

Mr. Sanchez stated there are sufficient materials for Alternative Education.

Tammy Loveland moved to approve Resolution #1, 2022-2023 Sufficiency of Instructional Materials for Alternative Education, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

8.6 Consideration Adoption of Instructional Materials for Madera County Superintendent of Schools Alternative Education Programs

Mr. Sanchez stated the Curriculum Committee adopted new social studies textbooks. The books were available for the Board to review. Mr. Sanchez noted it has been 18 years since the last adoption of new books, so there are significant changes.

Nancy Prosperi moved to adopt the instructional materials for MCSOS Alternative Education programs, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

10.0 Adjournment

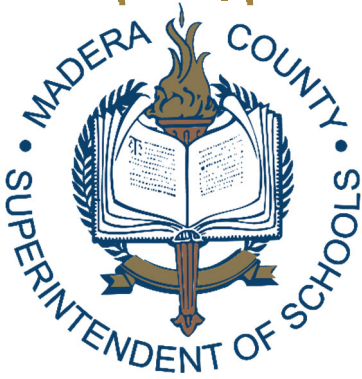
Tammy Loveland moved to adjourn the meeting, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bustos, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: Deniz, Vived

The meeting adjourned at 5:20 p.m.

Respectfully submitted,

Cecilia A. Massetti, Ed.D.
Executive Secretary



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 5.1

Board of Education Informational Item August 9, 2022

Topic:

Quarterly Reports on Williams Uniform Complaint

Background:

Pursuant to Education Code 35186 (d), Madera County school districts are required to report to the County Superintendent of Schools, on a quarterly basis, the total number of complaints (Williams) filed and the actions taken.

A report was completed for MCSOS and received from Alview-Dairyland and Chowchilla High, which indicate no complaints under Education Code 35186 have been filed. All other districts explained they do not hold a July meeting and will submit their reports in August.

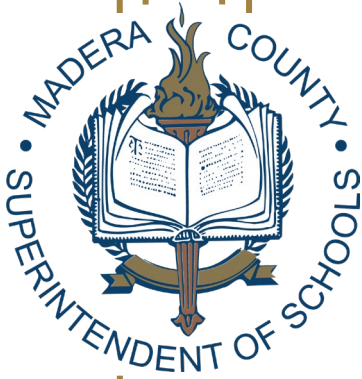
If any complaints are filed with the remaining districts, they will be brought forward at the next Madera County Board of Education meeting.

Financial Impact:

None

Resource:

Cecilia A. Massetti, Ed.D.
Madera County Superintendent of Schools



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.1

Board of Education Action Item August 9, 2022

Topic:

Consideration Issuance of Temporary County Certificates.

Background:

Attached is a listing of the Temporary County Certificates (TCC) issued from July 1, 2022. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Dr. Cecilia A. Massetti, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

Financial Impact:

None

Resource:

Joe Casarez
Chief Human Resources Officer
Human Resources

Recommendation:

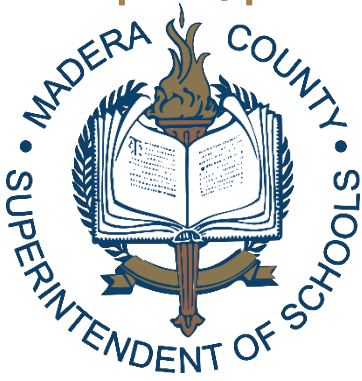
It is recommended the Board ratify the issuance of Temporary County Certificates from July 1-29, 2022.

MADERA COUNTY SUPERINTENDENT of SCHOOLS

TEMPORARY COUNTY CERTIFICATES Issued 07/01/2022-07/29/2022

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Aderhold	Brandon	Prospective Sub Teaching Permit	07/18/2022-08/01/2023	County-Wide Substitute Teacher List	7/29/2022	New
Bitter	Marty	Administrative Services Credential	07/01/2022-08/01/2023	Madera USD	7/29/2022	Renewal
Bitter	Marty	Single Subject Teaching Credential	07/01/2022-08/01/2023	Madera USD	7/29/2022	Renewal
Brack	Diana	Multiple Subject Teaching Credential	06/01/2022-07/01/2023	Madera USD	7/29/2022	Renewal
Dean	Ashley	Short Term Staff Permit	07/22/2022-08/01/2023	Madera USD	7/29/2022	New
Lockling	Carolynne	Short Term Staff Permit	07/21/2022-08/01/2023	Madera USD	7/29/2022	New
Lund	Taylor	Short Term Staff Permit	07/20/2022-08/01/2023	Madera USD	7/29/2022	New
Mattox	Jordan	EM- Teacher Librarian Permit	07/20/2022-08/01/2023	Madera USD	7/29/2022	New
Mayes	Nakee	Short Term Staff Permit	07/01/2022-08/01/2023	Madera USD	7/29/2022	New
Miller	Melissa	Prospective Sub Teaching Permit	07/07/2022-08/01/2023	County-Wide Substitute Teacher List	7/29/2022	New
Nelson	Kassie	Prospective Sub Teaching Permit	07/19/2022-08/01/2023	County-Wide Substitute Teacher List	7/29/2022	New
Parris	Richard	Preliminary Administrative Services Credential	07/01/2022-08/01/2023	Chowchilla Union HSD	7/29/2022	New
Rodriguez-Medina	Deanna	Preliminary Administrative Services Credential	07/01/2022-08/01/2023	Madera USD	7/29/2022	New
Soriano	Annabel	Prospective Sub Teaching Permit	07/25/2022-08/01/2023	Madera USD	7/29/2022	New
Stevens	Peggy	Multiple Subject Teaching Credential	06/01/2022-07/01/2023	Madera USD	7/29/2022	New

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Wulf	Sara	Short Term Staff Permit	07/27/2022- 08/01/2023	Chawanakee USD	7/29/2022	New



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.2

Board of Education Action Item August 9, 2022

Topic:

Consideration Disposition of Surplus/Obsolete Equipment.

Background:

MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements. The equipment is shown on the attached list. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded.

Financial Impact:

None

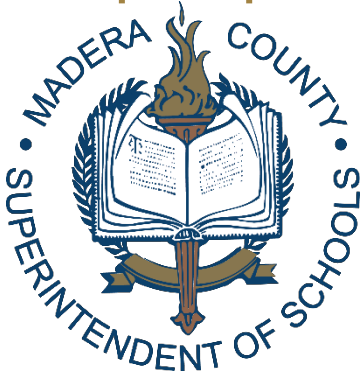
Resource:

Julie DeWall
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the attached list of equipment to be declared obsolete and removed from inventory.

Obsolete Items List - For August 2022 Board						
Computers						
<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>
Computer	Dell	Optiplex 9030 AIO	CMXMLM22	24881		X
Computer	Dell	Latitude 3540	1WDCQZ1	24682		X
Computer	Dell	Studio 1747	8C5F0M1	23932		X
Computer	Dell	Studio 1747	3D5F0M1	23924		X
Computer	Dell	Studio 1747	3S5F0M1	23931		X
Computer	Dell	Optiplex 745	FP2FWD1	22680		X
Computer	Apple	MacBook Air	C02NH5R0G5RP	24968		X
Laptop	Dell	Precision 7710	FT54RC2	25343		X
Printers						
<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>
Monitor	Dell	E198WFp	CN0MM226737317971RVS	22695A		X
Other Items						
<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>
Monitor	Dell	1908FPb	CN0DY8404663377Q742U	22565A		X
Scanner	Scantron	Scanmark ES2260	ED-05842	21381		X
IPAD	Apple	Aple iPad 4	DMTK37JUF182	24452		X
iPAD	Apple	Aple iPad	DMTGXUXLDFHW	24208		X
iPAD	Apple	Aple iPad	DMTGXWR4DFHW	24210		X



Agenda Item 8.3

Board of Education Action Item Aug 9, 2022

Topic:

Investment Performance - Quarterly Report of Investments

Background:

Section 53646 of the Government Code requires the chief fiscal officer of each local agency to provide to the governing board a report of investments, on a quarterly basis. However, if all of an agency's funds are placed in the county treasury, Local Agency Investment Fund (LAIF) or an FDIC-insured bank account, the most recent statement received from these institutions will suffice. If an agency has any other investments, additional reporting is required.

Following its 2022 Investment Policy, all Madera County Superintendent of Schools funds are deposited in the Madera County Treasury, including the proceeds of the tax revenue anticipation notes (TRAN) program, when MCSOS participates. Therefore, we have attached a copy of the latest monthly investment report from the Madera County Co-Mingled Investment Pool which includes its most recent list of investments.

The County Treasurer-Tax Collector's investments continue to provide as favorable a rate of return as can be expected in the current financial market. The current rate of return is 0.71% and compared to last year's rate of return of 0.57% for the same time period.

Financial Impact:

Approximately \$20,000 per year.

Resource:

Julie DeWall
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the report as presented.



COUNTY OF MADERA
OFFICE OF THE TREASURER/TAX COLLECTOR
TRACY KENNEDY

200 W. 4th Street, 2nd Floor, Madera, CA 93637
Telephone: (559) 675-7713
e-mail: treasurer@maderacounty.com

MEMORANDUM

Date: July 15, 2022
To: Madera County Commingled Investment Pool Participants
From: Tracy Kennedy, Treasurer-Tax Collector
Subject: Investment Portfolio Summary – June 2022

REQUIREMENT

In compliance with Government Code 53646 (b) the County Treasurer is, at a minimum, required to submit a quarterly investment report within 30 days following the end of each quarter. The Treasurer, however, elected to exceed the minimum requirement by increasing its frequency to a monthly report and disseminate to all pool participants.

Also required in the report is a disclosure of type of investment, name of issuer, date of maturity, par value and the sub total amounts invested for each category held by the County Treasurer including the market value provided by our custodial bank, Principal. For your convenience, our investment reports can also be found on our website at:

www.maderacounty.com/government/treasurer-tax-collector.

While the County Treasurer takes all economic conditions under advisement, our primary goal is to ensure proper liquidity is available for all depositors while taking into consideration all pool expenditure requirements.

- c.c. Alview-Dairyland
Bass Lake School District
Chawanakee Unified School District
Chowchilla Cemetery District
Chowchilla Elementary School District
Chowchilla High School District
County Administrative Officer
County Auditor-Controller
County Board of Supervisors
County Superintendent of Schools
Golden Valley School District
Madera Cemetery District
Madera County District Attorney
Madera County Transportation Commission
Madera Unified School District
Raymond-Knowles School District
Philip Toler, County Special Districts
Yosemite Unified School District



**Portfolio Management by Fund
Portfolio Management
Portfolio Summary
June 30, 2022**

Madera County
200 W. 4th Street
Madera, CA 93637
(559)675-7013

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.
Medium Term Notes	39,500,000.00	36,495,030.00	39,127,089.84	5.04	1,541	1,287	1.389
Federal Agency Coupon Callable	263,285,714.29	248,514,888.58	263,325,481.70	33.89	1,435	952	0.611
Treasury Coupon Securities	116,000,000.00	110,809,460.00	115,273,471.67	14.84	994	674	0.578
CAMP: CA Asset Mgmt Program	95,107,352.36	95,107,352.36	95,107,352.36	12.24	1	1	1.361
Federal Agency Disc. -Amortizing	8,000,000.00	7,968,540.00	7,965,110.83	1.03	157	77	1.011
Local Agency Investment Funds	34,851,910.95	34,851,910.95	34,851,910.95	4.49	1	1	0.907
Federal Agency Bullet	209,000,000.00	200,589,240.00	208,849,579.60	26.88	1,056	694	0.580
Municipal Bond	8,994,174.00	8,980,004.00	8,994,174.00	1.16	5,546	4,078	3.417
Grant Anticipation Note	3,516,000.00	3,516,000.00	3,516,000.00	0.45	779	652	0.679
Investments	778,255,151.60	746,832,425.89	777,010,170.95	100.00%	1,065	725	0.779

Total Earnings	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending
Current Year	431,351.87	3,491,875.59	3,491,875.59
Average Daily Balance	742,043,271.37	634,122,042.34	
Effective Rate of Return	0.71%	0.55%	

Active Account Balance as of 06/30/2022: \$31,372,545.24.

PURSUANT TO GOVERNMENT CODE SECTION 53646:

- (b)(2) THE COUNTY'S PORTFOLIO IS IN COMPLIANCE WITH THE 2022 INVESTMENT POLICY VALID 01/01/2022 THROUGH 12/31/2022.
- (b)(3) THE MADERA COUNTY CO-MINGLED INVESTMENT POOL IS ABLE TO MEET THE POOL'S EXPENDITURE REQUIREMENTS FOR THE NEXT SIX MONTHS.
- (b)(1) MARKET VALUE SOURCE: PRINCIPAL CUSTODY SOLUTIONS.

Tracy Kennedy 7/18/22

Tracy Kennedy, Treasurer-Tax Collector

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2022

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM 360	S&P	Maturity Date
Medium Term Notes												
89236THF5	1728	Toyota		03/29/2021	5,000,000.00	4,848,350.00	5,007,452.63	0.500	409	0.395	A	08/14/2023
037833DX5	1740	APPLE INC.		06/28/2021	3,000,000.00	2,746,110.00	2,975,146.25	0.550	1,146	0.780	AA	08/20/2025
037833DX5	1757	APPLE INC.		09/30/2021	5,000,000.00	4,576,850.00	4,939,745.00	0.550	1,146	0.889	AA	08/20/2025
023135BX3	1741	AMAZON.COM INC		06/28/2021	3,000,000.00	2,728,230.00	3,000,000.00	1.000	1,411	0.986	AA	05/12/2026
023135BX3	1789	AMAZON.COM INC		01/27/2022	5,000,000.00	4,547,050.00	4,888,155.34	1.000	1,411	1.559	AA	05/12/2026
89236TJK2	1756	Toyota		09/30/2021	7,000,000.00	6,311,060.00	6,979,620.35	1.125	1,448	1.184	A	06/18/2026
594918BR4	1805	Microsoft Corp		04/25/2022	5,000,000.00	4,805,350.00	4,862,621.67	2.400	1,499	3.176	AAA	08/08/2026
24422EWA3	1782	John Deere		01/11/2022	1,500,000.00	1,368,930.00	1,493,770.83	1.700	1,655	1.764	A	01/11/2027
24422EWA3	1783	John Deere		01/11/2022	2,000,000.00	1,825,240.00	1,991,694.44	1.700	1,655	1.764	A	01/11/2027
24422EWA3	1784	John Deere		01/12/2022	3,000,000.00	2,737,860.00	2,988,883.33	1.700	1,655	1.755	A	01/11/2027
Subtotal and Average			39,125,646.28		39,500,000.00	36,495,030.00	39,127,089.84		1,287	1.389		
Federal Agency Coupon Callable												
3134GXDG6	1683	Federal Home Loan Mortgage Cor		11/23/2020	6,000,000.00	5,952,720.00	6,000,000.00	0.190	145	0.187		11/23/2022
3134GXEU4	1684	Federal Home Loan Mortgage Cor		12/16/2020	6,000,000.00	5,938,800.00	6,000,000.00	0.200	168	0.197		12/16/2022
3134GW7E0	1681	Federal Home Loan Mortgage Cor		11/18/2020	5,000,000.00	4,925,250.00	5,000,000.00	0.200	230	0.197		02/16/2023
3134GXFB5	1691	Federal Home Loan Mortgage Cor		12/14/2020	5,000,000.00	4,913,600.00	5,000,000.00	0.220	256	0.217		03/14/2023
3134GW7D2	1676	Federal Home Loan Mortgage Cor		11/16/2020	3,000,000.00	2,932,770.00	3,000,000.00	0.220	319	0.217		05/16/2023
3134GXED2	1686	Federal Home Loan Mortgage Cor		12/08/2020	7,000,000.00	6,831,510.00	7,000,000.00	0.250	342	0.247		06/08/2023
3134GXBE3	1677	Federal Home Loan Mortgage Cor		11/16/2020	4,000,000.00	3,879,360.00	4,000,000.00	0.250	411	0.247		08/16/2023
3135G05T6	1698	Federal National Mortg. Assoc.		01/20/2021	5,000,000.00	4,858,300.00	5,007,797.41	0.350	413	0.242		08/18/2023
3133EMHL9	1687	Federal Farm Credit		11/30/2020	3,000,000.00	2,888,550.00	3,000,000.00	0.310	517	0.306		11/30/2023
3134GXEW0	1685	Federal Home Loan Mortgage Cor		12/14/2020	4,000,000.00	3,846,400.00	4,000,000.00	0.300	531	0.296		12/14/2023
3133EMTD4	1711	Federal Farm Credit		03/15/2021	5,000,000.00	4,777,500.00	5,000,000.00	0.370	623	0.365		03/15/2024
3135GA4S7	1679	Federal National Mortg. Assoc.		11/17/2020	5,000,000.00	4,764,500.00	5,000,000.00	0.375	686	0.370		05/17/2024
3134GWJ64	1664	Federal Home Loan Mortgage Cor		09/10/2020	5,000,000.00	4,743,350.00	5,000,000.00	0.400	710	0.395		06/10/2024
3134GWJ64	1665	Federal Home Loan Mortgage Cor		09/10/2020	5,000,000.00	4,743,350.00	5,000,000.00	0.400	710	0.395		06/10/2024
3135GA5Y3	1692	Federal National Mortg. Assoc.		12/14/2020	10,000,000.00	9,489,100.00	10,000,000.00	0.375	714	0.370		06/14/2024
3134GW7U0	1669	Federal Home Loan Mortgage Cor		09/28/2020	5,000,000.00	4,742,400.00	5,000,000.00	0.375	728	0.370		06/28/2024
3134GW4X1	1672	Federal Home Loan Mortgage Cor		10/29/2020	3,000,000.00	2,836,530.00	3,000,000.00	0.375	759	0.370		07/29/2024
3134GXGP3	1690	Federal Home Loan Mortgage Cor		12/16/2020	5,000,000.00	4,722,250.00	5,000,000.00	0.400	808	0.395		09/16/2024
3130ALTH7	1723	Federal Home Loan Bank		03/30/2021	5,000,000.00	4,710,800.00	5,000,000.00	0.510	822	0.503		09/30/2024
3130ALWY6	1734	Federal Home Loan Bank		04/22/2021	2,285,714.29	2,167,588.58	2,285,714.29	0.625	844	0.616		10/22/2024
3130ALVR2	1735	Federal Home Loan Bank		04/23/2021	5,000,000.00	4,715,850.00	4,998,035.71	0.520	845	0.529		10/23/2024
3130ALU69	1724	Federal Home Loan Bank		04/13/2021	10,000,000.00	9,465,600.00	10,000,000.00	0.580	896	0.572		12/13/2024
3133EMLP5	1693	Federal Farm Credit		12/29/2020	10,000,000.00	9,311,600.00	10,000,000.00	0.320	906	0.316		12/23/2024

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2022

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM 360	S&P	Maturity Date
Federal Agency Coupon Callable												
3134GXKF0	1694	Federal Home Loan Mortgage Cor		01/15/2021	10,000,000.00	9,341,700.00	10,000,000.00	0.350	929	0.345		01/15/2025
3130AN7L8	1746	Federal Home Loan Bank		07/28/2021	5,000,000.00	4,711,500.00	5,000,000.00	0.520	942	0.513		01/28/2025
3133EMSC7	1706	Federal Farm Credit		03/03/2021	5,000,000.00	4,661,550.00	5,000,000.00	0.480	976	0.473		03/03/2025
3133EMVS8	1725	Federal Farm Credit		04/14/2021	5,000,000.00	4,682,050.00	5,000,000.00	0.690	1,018	0.681		04/14/2025
3130APQE8	1768	Federal Home Loan Bank		11/22/2021	4,000,000.00	3,838,600.00	4,038,434.29	1.500	1,056	1.156		05/22/2025
3134GWP91	1667	Federal Home Loan Mortgage Cor		09/16/2020	5,000,000.00	4,608,450.00	5,000,000.00	0.500	1,081	0.493		06/16/2025
3134GXFY5	1689	Federal Home Loan Mortgage Cor		12/17/2020	3,000,000.00	2,770,800.00	3,000,000.00	0.500	1,082	0.493		06/17/2025
3133EMFC1	1674	Federal Farm Credit		10/29/2020	3,000,000.00	2,802,570.00	3,000,000.00	0.530	1,124	0.523		07/29/2025
3133EMFC1	1675	Federal Farm Credit		11/05/2020	3,000,000.00	2,802,570.00	3,000,000.00	0.530	1,124	0.523		07/29/2025
3130APP41	1769	Federal Home Loan Bank		11/22/2021	6,000,000.00	5,685,840.00	6,000,000.00	1.125	1,148	1.110		08/22/2025
3136G4M83	1660	Federal National Mortg. Assoc.		08/28/2020	5,000,000.00	4,630,500.00	5,000,000.00	0.600	1,154	0.592		08/28/2025
3134GWY26	1670	Federal Home Loan Mortgage Cor		10/08/2020	5,000,000.00	4,595,750.00	5,000,000.00	0.570	1,195	0.562		10/08/2025
3133ENUZ1	1804	Federal Farm Credit		04/20/2022	3,000,000.00	2,970,780.00	2,995,500.00	3.090	1,207	3.093		10/20/2025
3134GW3X2	1671	Federal Home Loan Mortgage Cor		10/27/2020	3,000,000.00	2,758,290.00	3,000,000.00	0.625	1,214	0.616		10/27/2025
3136G45C3	1673	Federal National Mortg. Assoc.		10/27/2020	4,000,000.00	3,681,000.00	4,000,000.00	0.540	1,214	0.533		10/27/2025
3133ENDV9	1772	Federal Farm Credit		11/17/2021	5,000,000.00	4,684,900.00	5,000,000.00	1.030	1,235	1.016		11/17/2025
3134GXCH5	1682	Federal Home Loan Mortgage Cor		11/25/2020	5,000,000.00	4,628,300.00	5,000,000.00	0.600	1,243	0.592		11/25/2025
3135GAC66	1695	Federal National Mortg. Assoc.		01/21/2021	3,000,000.00	2,740,830.00	3,000,000.00	0.500	1,300	0.493		01/21/2026
3130AKN51	1696	Federal Home Loan Bank		01/28/2021	10,000,000.00	9,190,500.00	10,000,000.00	0.520	1,307	0.513		01/28/2026
3130AKTM8	1699	Federal Home Loan Bank		01/28/2021	4,000,000.00	3,670,960.00	4,000,000.00	0.480	1,307	0.473		01/28/2026
3130ALH56	1712	Federal Home Loan Bank		03/18/2021	5,000,000.00	4,609,750.00	5,000,000.00	0.750	1,356	0.740		03/18/2026
3133EMUK6	1718	Federal Farm Credit		03/25/2021	2,000,000.00	1,866,520.00	2,000,000.00	1.050	1,363	1.036		03/25/2026
3130ALUC6	1733	Federal Home Loan Bank		04/15/2021	2,000,000.00	1,859,260.00	2,000,000.00	1.020	1,384	1.006		04/15/2026
3130AMYP1	1743	Federal Home Loan Bank		07/15/2021	4,000,000.00	3,720,800.00	4,000,000.00	1.125	1,475	1.110		07/15/2026
3130AP3E3	1752	Federal Home Loan Bank		09/30/2021	5,000,000.00	4,576,600.00	5,000,000.00	0.820	1,552	0.809		09/30/2026
3130APBV6	1762	Federal Home Loan Bank		10/07/2021	6,000,000.00	5,536,080.00	6,000,000.00	1.000	1,559	0.986		10/07/2026
3130APGT6	1764	Federal Home Loan Bank		10/28/2021	6,000,000.00	5,520,600.00	6,000,000.00	1.150	1,580	1.134		10/28/2026
3133ENDC1	1771	Federal Farm Credit		11/03/2021	6,000,000.00	5,570,340.00	6,000,000.00	1.330	1,586	1.312		11/03/2026
3130APPC3	1770	Federal Home Loan Bank		11/18/2021	5,000,000.00	4,678,250.00	5,000,000.00	1.350	1,601	1.332		11/18/2026
3130ARMS7	1802	Federal Home Loan Bank		04/29/2022	3,000,000.00	2,961,570.00	3,000,000.00	3.000	1,763	2.959		04/29/2027
Subtotal and Average			263,325,481.70		263,285,714.29	248,514,888.58	263,325,481.70		952	0.611		
Treasury Coupon Securities												
91282CAC5	1732	US Treasury		04/08/2021	5,000,000.00	4,995,850.00	5,001,033.24	0.125	30	0.082		07/31/2022
91282CAG6	1721	US Treasury		03/25/2021	5,000,000.00	4,988,050.00	5,000,877.86	0.125	61	0.089		08/31/2022
91282CAR2	1719	US Treasury		03/22/2021	10,000,000.00	9,934,100.00	10,001,001.36	0.125	122	0.104		10/31/2022

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2022

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM 360	S&P	Maturity Date
Treasury Coupon Securities												
91282CBG5	1709	US Treasury		03/05/2021	5,000,000.00	4,929,500.00	4,999,693.16	0.125	214	0.129		01/31/2023
91282CCD1	1760	US Treasury		10/05/2021	6,000,000.00	5,851,380.00	5,995,034.60	0.125	334	0.205		05/31/2023
912828ZY9	1731	US Treasury		04/06/2021	10,000,000.00	9,712,100.00	9,987,308.72	0.125	379	0.207		07/15/2023
91282CAP6	1720	US Treasury		03/24/2021	6,000,000.00	5,784,360.00	5,991,345.93	0.125	471	0.218		10/15/2023
91282CDV0	1795	US Treasury		02/03/2022	5,000,000.00	4,838,300.00	4,973,800.07	0.875	579	1.130		01/31/2024
91282CBV2	1779	US Treasury		01/06/2022	5,000,000.00	4,773,050.00	4,951,147.40	0.375	654	0.857		04/15/2024
91282CCC3	1738	US Treasury		06/23/2021	3,000,000.00	2,851,290.00	2,990,436.75	0.250	684	0.404		05/15/2024
91282CCL3	1753	US Treasury		09/23/2021	5,000,000.00	4,742,600.00	4,995,138.89	0.375	745	0.409		07/15/2024
912828YE4	1796	US Treasury		02/03/2022	5,000,000.00	4,817,000.00	4,997,148.23	1.250	792	1.256		08/31/2024
91282CCX7	1754	US Treasury		09/24/2021	5,000,000.00	4,719,150.00	4,983,230.44	0.375	807	0.503		09/15/2024
912828ZC7	1797	US Treasury		02/03/2022	5,000,000.00	4,759,000.00	4,964,291.09	1.125	973	1.350		02/28/2025
912828ZL7	1785	US Treasury		01/11/2022	5,000,000.00	4,640,450.00	4,871,029.57	0.375	1,034	1.237		04/30/2025
912828ZL7	1788	US Treasury		01/13/2022	5,000,000.00	4,640,450.00	4,870,281.33	0.375	1,034	1.243		04/30/2025
912828ZT0	1739	US Treasury		06/23/2021	3,000,000.00	2,768,310.00	2,964,094.67	0.250	1,065	0.646		05/31/2025
912828ZW3	1750	US Treasury		08/30/2021	4,000,000.00	3,682,800.00	3,958,166.07	0.250	1,095	0.595		06/30/2025
91282CAB7	1749	US Treasury		08/30/2021	4,000,000.00	3,672,640.00	3,949,106.28	0.250	1,126	0.610		07/31/2025
91282CAJ0	1748	US Treasury		08/30/2021	4,000,000.00	3,662,520.00	3,947,058.81	0.250	1,157	0.624		08/31/2025
91282CAZ4	1763	US Treasury		10/06/2021	6,000,000.00	5,480,160.00	5,910,030.77	0.375	1,248	0.800		11/30/2025
91282CCZ2	1758	US Treasury		09/30/2021	5,000,000.00	4,566,400.00	4,972,216.43	0.875	1,552	0.988		09/30/2026
Subtotal and Average			115,266,793.26		116,000,000.00	110,809,460.00	115,273,471.67		674	0.578		
CAMP: CA Asset Mgmt Program												
SYS1486	1486	California Asset Mgmt. Program			95,107,352.36	95,107,352.36	95,107,352.36	1.380	1	1.361		
Subtotal and Average			60,386,259.87		95,107,352.36	95,107,352.36	95,107,352.36		1	1.361		
Bank of the West												
SYS1143	1143	BANK OF THE WEST			0.00	0.00	0.00	0.100	1	0.099		
Subtotal and Average			0.00		0.00	0.00	0.00		0	0.000		
Citizens Business Bank												
SYS1688	1688	Citizens Business Bank			0.00	0.00	0.00	0.100	1	0.099		
Subtotal and Average			0.00		0.00	0.00	0.00		0	0.000		
Federal Agency Disc. -Amortizing												
313385D45	1803	Federal Home Loan Bank		04/19/2022	3,000,000.00	2,991,990.00	2,990,002.50		56	0.946		08/26/2022

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2022

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM 360	S&P	Maturity Date
Federal Agency Disc. -Amortizing												
313385H58	1800	Federal Home Loan Bank		04/07/2022	5,000,000.00	4,976,550.00	4,975,108.33		89	1.050		09/28/2022
Subtotal and Average			7,965,110.83		8,000,000.00	7,968,540.00	7,965,110.83		77	1.011		
Local Agency Investment Funds												
SYS119	119	Local Agency Investment Fund			287,070.14	287,070.14	287,070.14	0.920	1	0.907		
SYS119	120	Local Agency Investment Fund			34,564,840.81	34,564,840.81	34,564,840.81	0.920	1	0.907		
Subtotal and Average			34,779,828.38		34,851,910.95	34,851,910.95	34,851,910.95		1	0.907		
Federal Agency Bullet												
3133ELT95	1702	Federal Farm Credit		03/01/2021	4,000,000.00	3,998,280.00	4,001,785.37	0.200	12	0.109		07/13/2022
3137EAET2	1704	Federal Home Loan Mortgage Cor		03/01/2021	5,000,000.00	4,995,550.00	5,000,373.21	0.125	24	0.109		07/25/2022
3133EMPR7	1707	Federal Farm Credit		03/03/2021	4,000,000.00	3,994,400.00	3,999,601.10	0.100	32	0.118		08/02/2022
3133EMTN2	1713	Federal Farm Credit		03/16/2021	5,000,000.00	4,983,500.00	5,000,000.00	0.125	77	0.123		09/16/2022
3133EMUU4	1727	Federal Farm Credit		03/29/2021	5,000,000.00	4,952,450.00	5,000,000.00	0.120	151	0.118		11/29/2022
3130ALRG1	1729	Federal Home Loan Bank		03/30/2021	8,000,000.00	7,856,960.00	7,998,643.51	0.125	259	0.140		03/17/2023
3133ENEW6	1775	Federal Farm Credit		12/10/2021	5,000,000.00	4,894,000.00	4,992,325.05	0.375	326	0.522		05/23/2023
3134GXBP8	1678	Federal Home Loan Mortgage Cor		11/24/2020	4,000,000.00	3,907,760.00	4,000,000.00	0.220	327	0.217		05/24/2023
3133ENDK3	1778	Federal Farm Credit		12/23/2021	5,000,000.00	4,884,400.00	4,990,194.29	0.350	342	0.540		06/08/2023
3133EM3S9	1766	Federal Farm Credit		10/13/2021	6,000,000.00	5,841,300.00	5,994,009.79	0.200	360	0.296		06/26/2023
3137EAES4	1759	Federal Home Loan Mortgage Cor		10/04/2021	5,000,000.00	4,866,400.00	5,002,315.11	0.250	360	0.201		06/26/2023
3137EAES4	1761	Federal Home Loan Mortgage Cor		10/05/2021	6,000,000.00	5,839,680.00	6,001,373.91	0.250	360	0.224		06/26/2023
3135G05G4	1708	Federal National Mortg. Assoc.		03/04/2021	5,000,000.00	4,867,450.00	5,004,487.23	0.250	374	0.187		07/10/2023
3133ENEY2	1773	Federal Farm Credit		11/24/2021	5,000,000.00	4,886,300.00	5,000,000.00	0.450	388	0.444		07/24/2023
3133ENEY2	1780	Federal Farm Credit		01/06/2022	3,000,000.00	2,931,780.00	2,992,161.29	0.450	388	0.617		07/24/2023
3130ANYM6	1767	Federal Home Loan Bank		10/29/2021	6,000,000.00	5,819,520.00	5,971,783.98	0.125	423	0.434		08/28/2023
3137EAEW5	1710	Federal Home Loan Mortgage Cor		03/05/2021	5,000,000.00	4,844,850.00	5,002,990.03	0.250	434	0.207		09/08/2023
3133EMUF7	1716	Federal Farm Credit		03/22/2021	2,000,000.00	1,935,720.00	1,999,364.00	0.220	448	0.238		09/22/2023
3133EMUF7	1726	Federal Farm Credit		03/26/2021	5,000,000.00	4,839,300.00	5,000,000.00	0.220	448	0.217		09/22/2023
3137EAAY1	1730	Federal Home Loan Mortgage Cor		03/30/2021	8,000,000.00	7,716,560.00	7,988,634.06	0.125	472	0.217		10/16/2023
3130AQF57	1781	Federal Home Loan Bank		01/07/2022	5,000,000.00	4,831,550.00	4,981,670.64	0.625	539	0.860		12/22/2023
3133ENLF5	1787	Federal Farm Credit		01/18/2022	5,000,000.00	4,852,800.00	4,998,250.00	0.900	566	0.905		01/18/2024
3133EMQL9	1701	Federal Farm Credit		02/12/2021	8,000,000.00	7,668,160.00	8,000,000.00	0.200	591	0.197		02/12/2024
3133EMV25	1747	Federal Farm Credit		08/25/2021	5,000,000.00	4,745,150.00	5,001,859.26	0.450	753	0.429		07/23/2024
3134GWB39	1662	Federal Home Loan Mortgage Cor		09/03/2020	5,000,000.00	4,722,600.00	5,000,000.00	0.420	795	0.414		09/03/2024
3133EM5X6	1755	Federal Farm Credit		09/24/2021	2,000,000.00	1,892,180.00	1,995,979.61	0.430	815	0.504		09/23/2024
3135G0W66	1765	Federal National Mortg. Assoc.		10/13/2021	6,000,000.00	5,814,240.00	6,148,974.12	1.625	837	0.614		10/15/2024

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2022

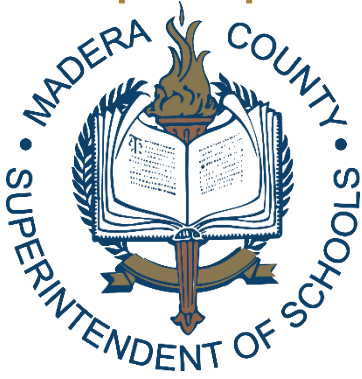
CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM 360	S&P	Maturity Date
Federal Agency Bullet												
3130ALYN8	1736	Federal Home Loan Bank		04/28/2021	5,000,000.00	4,702,650.00	5,000,000.00	0.625	942	0.616		01/28/2025
3133ENPY0	1798	Federal Farm Credit		02/25/2022	5,000,000.00	4,854,550.00	4,991,000.00	1.750	970	1.787		02/25/2025
3133EMSJ2	1705	Federal Farm Credit		03/03/2021	5,000,000.00	4,662,350.00	4,983,762.50	0.430	976	0.532		03/03/2025
3130AK2L9	1663	Federal Home Loan Bank		09/04/2020	5,000,000.00	4,668,400.00	5,000,000.00	0.550	977	0.542		03/04/2025
3133ENVC1	1806	Federal Farm Credit		04/25/2022	3,000,000.00	2,973,180.00	2,987,130.00	2.750	1,029	2.861		04/25/2025
3130AN4A5	1744	Federal Home Loan Bank		07/06/2021	3,000,000.00	2,797,290.00	3,000,000.00	0.700	1,095	0.690		06/30/2025
3137EAEU9	1700	Federal Home Loan Mortgage Cor		01/26/2021	2,000,000.00	1,844,900.00	1,999,029.45	0.375	1,116	0.384		07/21/2025
3135G05X7	1714	Federal National Mortg. Assoc.		03/17/2021	4,000,000.00	3,673,680.00	3,955,245.56	0.375	1,151	0.691		08/25/2025
3137EAEX3	1737	Federal Home Loan Mortgage Cor		04/26/2021	5,000,000.00	4,586,450.00	4,949,210.96	0.375	1,180	0.661		09/23/2025
3130AKPL4	1697	Federal Home Loan Bank		01/28/2021	5,000,000.00	4,601,850.00	5,000,000.00	0.550	1,307	0.536		01/28/2026
3133EMUZ3	1722	Federal Farm Credit		03/30/2021	2,000,000.00	1,840,420.00	1,998,560.00	0.810	1,368	0.910		03/30/2026
3133ENUD0	1799	Federal Farm Credit		04/08/2022	3,000,000.00	2,947,800.00	3,000,000.00	2.640	1,377	2.604		04/08/2026
3133ENGC8	1774	Federal Farm Credit		12/01/2021	5,000,000.00	4,675,450.00	5,000,000.00	1.320	1,431	1.302		06/01/2026
3130AMFS6	1745	Federal Home Loan Bank		07/12/2021	4,000,000.00	3,641,080.00	3,998,405.42	0.750	1,442	0.750		06/12/2026
3130AN4T4	1776	Federal Home Loan Bank		12/13/2021	5,000,000.00	4,588,400.00	4,932,091.41	0.875	1,442	1.208		06/12/2026
3133EM4X7	1751	Federal Farm Credit		09/23/2021	3,000,000.00	2,730,060.00	3,000,000.00	0.800	1,532	0.789		09/10/2026
3130AQF65	1777	Federal Home Loan Bank		12/22/2021	5,000,000.00	4,623,750.00	4,994,128.74	1.250	1,634	1.260		12/21/2026
3133ENKV1	1786	Federal Farm Credit		01/13/2022	3,000,000.00	2,794,140.00	2,994,240.00	1.500	1,657	1.519		01/13/2027
Subtotal and Average			208,841,177.05		209,000,000.00	200,589,240.00	208,849,579.60		694	0.580		
Municipal Bond												
798153PV8	1801	SAN JOSE FING AUTH LEASE REVEN		04/21/2022	1,300,000.00	1,285,830.00	1,300,000.00	2.916	670	2.876	AA	05/01/2024
MC1560	1560	Pub Fin Auth (Bass Lake)		04/05/2017	5,280,000.00	5,280,000.00	5,280,000.00	3.500	4,080	3.452		09/01/2033
SYS1621	1621	Rolling Hills		01/30/2019	2,414,174.00	2,414,174.00	2,414,174.00	3.750	5,907	3.632		09/02/2038
Subtotal and Average			8,994,174.00		8,994,174.00	8,980,004.00	8,994,174.00		4,078	3.417		
Grant Anticipation Note												
MD 10A 1791	1791	MD 10A Madera Ranchos		01/25/2022	1,500,000.00	1,500,000.00	1,500,000.00	0.589	364	0.589		06/30/2023
MD1794	1794	MD36-Eastin Arcola		01/25/2022	400,000.00	400,000.00	400,000.00	0.589	548	0.581		12/31/2023
MD1793	1793	MD85 Valeta		01/25/2022	400,000.00	400,000.00	400,000.00	0.589	548	0.581		12/31/2023
CSA 1 PII 1807	1807	CSA 1 Indian Lakes		06/07/2022	342,000.00	342,000.00	342,000.00	1.000	1,065	1.000		05/31/2025
MD 19 PII 1808	1808	MD19 Parkwood		06/07/2022	444,000.00	444,000.00	444,000.00	1.000	1,065	1.000		05/31/2025
CSA 1 1790	1790	CSA 1 Indian Lakes		01/25/2022	190,000.00	190,000.00	190,000.00	0.589	1,095	0.589		06/30/2025
MD1792	1792	MD19 Parkwood		01/25/2022	240,000.00	240,000.00	240,000.00	0.589	1,095	0.589		06/30/2025
Subtotal and Average			3,358,800.00		3,516,000.00	3,516,000.00	3,516,000.00		652	0.679		

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2022

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM 360	S&P
Total and Average			742,043,271.37		778,255,151.60	746,832,425.89	777,010,170.95		725	0.779	

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Cash
June 30, 2022

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM 360	S&P
Average Balance			0.00						0		
Total Cash and Investments			742,043,271.37		778,255,151.60	746,832,425.89	777,010,170.95		725	0.779	



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.4

Board of Education Action Item August 9, 2022

Topic:

Consideration of the Master Plan for English Learner

Background:

The Master Plan for English Learners provides guidance for the English Learners Program at MCSOS school site(s). It outlines all components of English Learner Development including assessment, instruction, and reclassification.

Financial Impact:

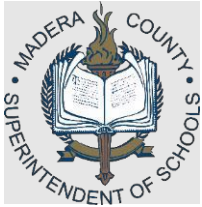
None.

Resource:

Hugo Sanchez
Program Director
Career Technical & Alternative Education Services

Recommendation:

Acceptance of the Master Plan for English Learners.



Madera County Superintendent of Schools

MASTER PLAN FOR ENGLISH LEARNERS

**Career and Alternative Education Services
(CAES)**



Board Approved:

Revised: July 2022

CAREER AND ALTERNATIVE EDUCATION SERVICES (CAES) MASTER PLAN FOR ENGLISH LEARNERS

	MCIA		PTC		CAES
	English Learners	RFEP	English Learners	RFEP	TOTAL Enrollment
2016-2017	83	128	51	35	554
2017-2018	75	98	36	40	455
2018-2019	8	5	67	136	358
2019-2020	15	12	62	121	418
2020-2021	9	1	51	93	373
2021-2022	10	4	48	78	317

Madera County Superintendent of Schools (MCSOS) Career and Alternative Education Services (CAES) programs have diverse student populations. The primary language spoken at home for most of these students was Spanish. Although our schools have students in grades K-12, the majority of EL students are in grades 9-12. In 2018-2019, MCIA became a K-8 school only and PTC grades 9-12 only.

MCSOS VISION STATEMENT

The vision of the Madera County Superintendent of Schools is to enhance the quality of life through education.

CAES Division English Learner Vision Statement: English Learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. (EL Roadmap, 2017)

MCSOS MISSION STATEMENT

The mission of the Madera County Superintendent of Schools is to identify and provide programs, services, and resources for the benefit of students, families, school districts, agencies, and the community.

CAES Division Mission Statement for English Learners: The MCSOS CAES Division affirms and welcomes a diverse range of English learner (EL) strengths, needs, and identities. We are committed to prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (EL Roadmap, 2017)

POSITION STATEMENT

The purpose of MCSOS' English Learner (EL) program for students enrolled in the CAES Division is to:

1. Develop the listening, speaking, reading, writing and comprehension skills in English for those students whose primary language is other than English.
2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the English Learner Roadmap, which are:

1. Assets oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The MCSOS CAES Division EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

GOAL

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language, and be college and career ready – equipped with 21st century skills.

PART I: IDENTIFICATION OF ENGLISH PROFICIENCY

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Initial ELPAC Assessment

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school. If available, CAES counseling staff collects the HLS and assessment information from the student's previous program. If a CAES school is the first California school in which a student has enrolled, then the HLS will be administered by school counselors. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
 - c. Student's cumulative file does not contain ELPAC scores.

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org> or the CDE Initial Assessment Fact Sheet at

<https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>

The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Fluent English Proficient (IFEP)

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

CAES Division Initial ELPAC Assessment Process

Upon a student's first enrollment in the CAES Division of MCSOS, staff will:

1. Administer a home language survey (HLS), if this is the students' first California enrollment. If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial ELPAC - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) into PowerSchool, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of results.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

CAES Division Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California’s assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.

The Summative Assessment is given only to students in grades K–12 who have been identified as English Learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Summative ELPAC is a Computer Based Assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

Summative ELPAC Level Descriptions

Level 1

English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.

Level 2

English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 3

English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 4

English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Summative Performance Level Descriptors: (Also add as appendix item.)

https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding -low
	Expanding -mid
Level 3	Expanding -upper
	Bridge -low
Level 4	Bridge-upper

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

EL Student Folders

An orange EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language Data Assessment Sheet
- Assessment results from all initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification checklist and reclassification form will also be in each student folder.

PART II: PLACEMENT OF STUDENTS

All CAES Division EL students will have full access to the types of high-quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

All CAES Division students are placed in either a full or “blended” independent study program – with the exception of the Juvenile Hall students.

Designated ELD

Designated English Language Development (ELD) will be provided as protected time during the regular school day for all EL students. Designated ELD is when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students’ specific California State Content Standards for each of their specific topics. (See Part III of this document for additional information)

Integrated ELD

All CAES Division EL students will receive Integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards. (See Part III of this document for additional information)

Transfer of Students

When students transfer in or out of CAES Programs:

- All relevant data regarding the student’s English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When site receives the student information packet from former school/program, the record will be reviewed by counseling staff or site principal to check for relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification

Parents receive a written explanation, in English and the primary language, of the district's Structured English Immersion (SEI) programs for English Learners, along with parent notifications for assessment results.

PART III: INSTRUCTIONAL PROGRAMS

All students enrolled in CAES programs are served in English mainstream classrooms with required supports, including support in their primary language, as needed.

Integrated and Designated ELD

- English Learners receive integrated ELD instruction in all academic classes, and also receive designated ELD instruction.
- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson.

English Language Development (ELD)

- ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day.
- ELD is provided by an authorized teacher.
- ELD classes consist of students at the same level, or “one level plus” according to ELPAC test results.
- Activities that will promote cross-cultural understanding and the development of a positive self-image is provided.
- English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

English Language Development Curriculum

The California ELD Standards (2012) guide the ELD curriculum for English Learners. Based on the ELD standards CAES will provide the current state adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards-based ELD instruction.

CAES provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Assisting Students in Recouping Academic Deficits

An individual intervention/learning plan assists English Learners with recouping academic deficits incurred while learning English. CAES utilizes a variety of extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum. Odysseyware, an electronic course program, may be used to recoup deficits in all courses, and has built-in features to support the needs of English Learners. In addition, Odysseyware offers pre and posttests in all subject areas, and includes remediation classes in Language Arts.

Extended learning opportunities may include one or more of the following: before school/intersession programs, extended day activities, and/or intensified strategies that facilitate student mastery of grade level standards.

Increased Supports for Students

When a language other than English is on a child's Home Language Survey upon the child's first enrollment in a California school, State and federal laws require us to assess a child and notify parents of proficiency level in English. ELPAC Assessment results will be the primary tool used to determine the child's proficiency level and result in appropriate ELD class placement for each EL student. An analysis of data for EL levels of proficiency, based on spring 2019 ELPAC results shows 12% are Level 1, 39% Level 2, 42% Level 3, and 7% Level 4. Currently, there are roughly 50 EL students, which is 17% of the student population.

ELD courses focus on the domains of reading, writing, speaking, and listening. ELD teachers, using the ELD standards as the course foundation, have developed the ELD curriculum currently in place. The ELD teachers carry a caseload of independent study students, providing knowledge of the curriculum from all content areas, which allows greater application of ELD standards to specific content. Normally, students at Pioneer Technical Center are independent study students who meet with their teacher independently. The ELD courses bring EL students of similar English proficiency levels together to have greater interaction with the English Language and amongst their peers. Course materials include lessons from StudySync ELA with Designated ELD. Units and selections from these lessons require each student to make and support opinion with evidence and express themselves through speaking and writing. Additionally, these topics require students to answer comprehension questions, as well as explain and persuade via writing or through debate.

ELD teachers will receive ongoing professional learning opportunities geared toward teaching students specific skills such as listening and speaking, demonstrated through oral presentations and group share-outs. Group work and pairing of students create opportunities for students to read and write together, as well as develop listening and speaking skills in relation to academic vocabulary. Students are required to edit writing for errors and share out corrections with their class. Other speaking opportunities come from daily journal-writing requirements, as students have the option to read entries aloud to the class.

The courses require additional interaction between students outside of the classroom via Google Classroom and allow for a greater interaction with the English language, and learning how language works, which leads to increased proficiency. This course has also contributed to greater proficiency with technology.

StudySync will be infused as a supplement to ELA and ELD curriculums for the ELD classes. The inclusion of this to the new curriculum is aligned with the ELA curriculum. To ensure EL students

attend assigned ELD class, EL students will have priority scheduling and registration. Since all students have weekly one-hour appointments, as per the PTC Independent Study Master Agreement, EL students will have the opportunity to schedule their ELD class on the same day as their independent study appointment. Initially, there will be three ELD courses (1 – 3) and they include: will include students in Level 1/Lower Level 2, Upper Level 2/ Lower Level 3, and Upper Level 3/ Level 4. These groupings of students will allow for small class sizes and support EL students in scheduling courses to coincide with responsibilities requiring independent study as an academic option. Students enrolled in ELD classes will earn elective credits that meet elective credit requirements toward high school graduation.

A team consisting of the independent study teacher (case manager), ELD teacher, academic counselor, bilingual coordinator and principal will meet at least quarterly to determine appropriate placement of students in ELD classes. Data results studied will include ELPAC (transfer information), LAS Links, i-Ready and course grades to determine appropriate student placement and allow mobility for progression through designated ELD courses with increased proficiency levels, and potentially satisfy the criteria for reclassification of English language proficiency. The team will continue to support reclassified fluent English proficient students for four years after reclassification by reviewing data with the same frequency and explore interventions to prevent students from failing courses.

Progress Monitoring for English Learners

Teachers monitor EL students' classroom work in a variety of ways depending on the teacher's instructional practices. Formally, student progress is monitored using one or more of the following:

- ELPAC Testing
- EL Folders (Orange Folders)
- Smarter Balanced formative assessments
- Classroom performance-based assessments
- Grades
- Teacher observation (OPTEL)
- Other measures, including i-Ready & LAS Links Assessments

PART IV: STAFFING AND PROFESSIONAL GROWTH

Staffing

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services.

Professional Learning

In addition to providing appropriately certificated teachers, CAES will provide learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to English Learners.

Administrators, counselors, teachers, and others will be provided on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding and teaching methodology

- English Language Development (ELD) teaching methodology
- Developing Positive Student/Teacher Relationships
- Developing Quick Write Strategies (Write to Learn)
- Developing Reading Strategies (Reading for Meaning)
- Student engagement strategies
- Other.

PART V: RECLASSIFICATION TO FLUENT ENGLISH PROFICIENT

Reclassification Criteria

The reclassification criteria set forth in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, the Summative ELPAC. The CAES Division will use Summative ELPAC Overall Performance Level (PL) 4 for this reclassification criteria; *and*
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; The CAES Division will use a C or better criteria for the student’s current grade. *and*
3. Parent opinion and consultation; *and*
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. The CAES Division will use Level 3 (Proficient) on the California Assessment of Student Performance and Progress (CAASPP) ELA exam *or* performance within the overall reading placement grade level or above on the i-Ready diagnostic tool for this reclassification criteria.

PART VI: ENGLISH LEARNER ADVISORY COMMITTEE

The CAES Division for the MCSOS will establish a district-level English Learner Advisory Committee (ELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Requirement

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.

- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

Trainings

The CAES Division for the MCSOS will provide ELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

PART VII: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The CAES Division for the MCSOS will establish a district-level English Learner Advisory Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Responsibilities

The CAES DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English Learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. The CAES DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements

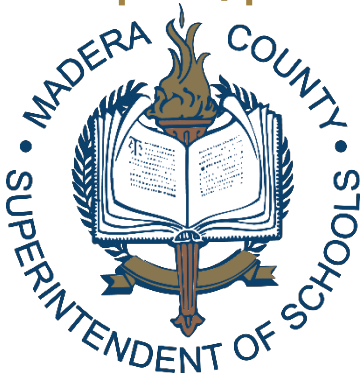
Parents or guardians of English Learners shall constitute the majority membership (51 percent or

more) of the committee.

PART VIII: SPECIAL NEEDS

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected
- Parents may request an assessment in writing
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made
- Students should not be referred for special education solely on the basis that they do not understand, or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English Proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.
- Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, regarding reclassification of English learner students with disabilities:
 - Criteria 1: The IEP team can use the Summative ELPAC or an alternate assessment of language proficiency for reclassification purpose (EC 56342 and 56345 (b)).
 - Criteria 2: An IEP team determines if a lack of or limited academic achievement in the classroom is due to other factors such as a disability or motivation.
 - Criteria 3: The parent is encouraged to be actively involved and informed during the reclassification process and to express his/her observations and options regarding the students' readiness to be reclassified. The parent is an integral member of the IEP team and part of the reclassification process.
 - Criteria 4: Basic performance for Special Education students will be determined based on the recommendations of the student's IEP team



Agenda Item 8.5

Board of Education Action Item August 9, 2022

Topic:

Consideration of the Madera County Superintendent of Schools (MCSOS) Budget Revisions for the 2022-2023 school year.

Background:

The Madera Superintendent of School's Original Adopted Budget for the 2022-2023 school year was based the Governor's May Revision Budget information. The State now has a signed budget and budget compromises have been made between the Legislature and the Governor that resulted in different planning estimates that we will be using.

1. Original assumptions of 6.56% increase to LCFF components subject to the COLA remain the same.
2. Operations Grant funding has been increased by \$175,000 per District plus \$14.00 Per Countywide ADA amounting to approximately \$2.1 Million. Small changes on other various revenues lines, with major additions to Social Emotional Learning Grant and CSEC Protect Grant from Madera County Dept of Social Services.
3. CTA and CSEA Bargaining Agreement adjustments along with non-represented group adjustments have been included along with Step and Column adjustments for all groups.
4. PERS and STRS rates remain the same.
5. The budget as it now stands reflects an increase to the ending Unrestricted General Fund balance of \$2,155,175 and an increase of \$1,463,638 in Restricted General Fund balance. This brings the overall General Fund balance increase of \$3,618,813.

Financial Impact:

Outlined above.

Resource:

Julie DeWall

Chief Officer

Business and Administrative Services

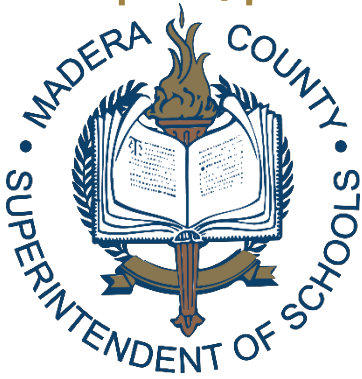
Recommendation:

It is recommended the Board approve the Madera County Superintendent of Schools 2022-2023 Budget Revisions.

Madera County Superintendent of Schools

General Fund Budget Revisions - August 9, 2022 Board Meeting

	Original Adopted Budget			45- Day Budget Revision			
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	Percent
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Change
Revenues							
Total 8000	\$ 9,777,478.00	\$ 43,073,956.00	\$ 52,851,434.00	\$ 11,923,906.00	\$ 43,567,780.00	\$ 55,491,686.00	5.0%
Expenditures							
Total 1000 Certificated	\$ 2,151,299.00	\$ 8,811,559.00	\$ 10,962,858.00	\$ 2,432,186.00	\$ 9,709,998.00	\$ 12,142,184.00	10.8%
Total 2000 Classified	4,269,792.00	7,167,362.00	11,437,154.00	4,783,931.00	7,699,554.00	12,483,485.00	9.1%
Total 3000 Benefits	2,936,414.00	8,510,238.00	11,446,652.00	3,233,720.00	8,980,476.00	12,214,196.00	6.7%
Total Labor and Benefits	\$ 9,357,505.00	\$ 24,489,159.00	\$ 33,846,664.00	\$ 10,449,837.00	\$ 26,390,028.00	\$ 36,839,865.00	8.8%
Total 4000 Books & Supplies	\$ 374,412.00	\$ 1,443,791.00	\$ 1,818,203.00	\$ 374,517.00	\$ 1,448,661.00	\$ 1,823,178.00	0.3%
Total 5000 Services & Other	1,073,272.00	9,974,779.00	11,048,051.00	984,319.00	10,100,850.00	11,085,169.00	0.3%
Total Books and Services	\$ 1,447,684.00	\$ 11,418,570.00	\$ 12,866,254.00	\$ 1,358,836.00	\$ 11,549,511.00	\$ 12,908,347.00	0.3%
Total Labor, Benefits and supplies	\$ 10,805,189.00	\$ 35,907,729.00	\$ 46,712,918.00	\$ 11,808,673.00	\$ 37,939,539.00	\$ 49,748,212.00	6.5%
Capital Outlay	\$ 149,808.00	\$ 670,281.00	\$ 820,089.00	\$ 211,240.00	\$ 670,281.00	\$ 881,521.00	7.5%
Other Outgo/Financing Uses	(2,022,195.00)	3,387,492.00	1,365,297.00	(2,251,182.00)	3,494,322.00	1,243,140.00	-8.9%
Total Capital Outlay/Outgo	\$ (1,872,387.00)	\$ 4,057,773.00	\$ 2,185,386.00	\$ (2,039,942.00)	\$ 4,164,603.00	\$ 2,124,661.00	-2.8%
Total Expenditures	\$ 8,932,802.00	\$ 39,965,502.00	\$ 48,898,304.00	\$ 9,768,731.00	\$ 42,104,142.00	\$ 51,872,873.00	6.1%
Net Increase/(Decrease in Fund Balance	\$ 844,676.00	\$ 3,108,454.00	\$ 3,953,130.00	\$ 2,155,175.00	\$ 1,463,638.00	\$ 3,618,813.00	-8.5%
Est Beginning Fund Balance	\$ 9,373,455.00	\$ 13,279,261.00	\$ 22,652,716.00	\$ 9,373,455.00	\$ 13,279,261.00	\$ 22,652,716.00	
Est Ending Fund Balance	\$ 10,218,131.00	\$ 16,387,715.00	\$ 26,605,846.00	\$ 11,528,630.00	\$ 14,742,899.00	\$ 26,271,529.00	



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.6

Board of Education Action Item August 9, 2022

Topic:

Consideration Review of MCBE P Independent Study and Administrative Regulations

8.6.1 Elimination of MCBE P 5221 Independent Study for 2021-2022

8.6.2 Revisions to MCBE P 5220 Independent Study

Background:

MCBE P 5521 Independent Study for 2021-2022 was developed to meet the requirements of Assembly Bill 130 for the 2021-2022 school year. Legal requirements sunsetted in June and the policy may be eliminated.

MCBE P 5220 Independent Study has been reviewed and revised to meet the requirements of Assembly Bill 181.

Financial Impact:

None

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Board eliminate MCBE P 5221. The policy was only applicable in the 2021-2022 school year.

It is recommended the Board approve the revised administrative regulations to policy MCBE P 5220 Independent Study to meet the requirements stated in Assembly Bill 181.

5000 STUDENTS

5200 – PROGRAMS

Independent Study for 2021-2022

MCBE P 5221

The Madera County Board of Education has previously authorized independent study as an optional alternative instructional strategy for eligible students whose needs may be met through study outside of the regular classroom setting (MCBE P 5220 Independent Study). With the enactment of Assembly Bill No. 130 (Ch. 44, Stats. 2021, hereafter “AB 130”), school districts and county offices of education are required to offer independent study for the 2021-2022 school year, with limited exceptions.

Education Code section 51747, as it read prior to July 8, 2021, provided that a local education agency shall not be eligible to receive apportionments for independent study unless it has adopted and implemented written policies as specified in that statute. AB 130 continues the requirement for local educational agencies to adopt and implement written policies, and adds additional content required to be included in such policies. This policy is intended to supplement MCBE P 5220 and Administrative Regulation (AR) 5220 to include the additional requirements of AB 130. To the extent that there is any conflict between this policy and MCBE P 5220 and AR 5220, the provisions of this policy shall govern.

Administrative Regulations MCBE P AR 5220 implementing this policy are in compliance with AB 130.

Adopted: August 10, 2021

5000 STUDENTS

5200 – PROGRAMS

Independent Study

MCBE P 5220

The Madera County Board of Education and the Madera County Superintendent of Schools are committed to providing options for students and to establishing an Independent Study Program for the County Superintendent of Schools. The Independent Study Program shall provide as an alternative instructional strategy to regular classroom instruction for students enrolled in grades K-12 to reach curriculum objectives and fulfill graduation requirements. Independent Study shall offer a means of individualizing the educational plan for students who have difficulty functioning in a regular classroom environment.

The Superintendent/designee shall determine that the prospective independent study student and/or the parent or guardian understand and are prepared to meet the county office of education's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

The Superintendent/designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student.

To foster each student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows:

1. For students in grades K-3: 1 week
2. For students in grades 4-8: 2 weeks
3. For students in grades 9-12: 2 weeks

When circumstances justify a longer time, the Superintendent/designee may extend the maximum length of an assignment one additional week. For good cause, the Superintendent/designee may extend this period, up to four weeks. Such an extension may be made only pursuant to a written request with justification.

When any student fails to complete consecutive independent study assignments, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record.

Upon satisfactory completion of the program objectives, the assigned teacher shall verify completion of work, grades, and earned credit, such credit to be entered into the student's permanent record. Credit given shall not exceed that which is available in the regular school for that student.

The County Superintendent shall establish and provide the necessary and appropriate forms and regulations to carry out this policy.

LEGAL REFERENCE
Education Code: 46100, 46112-13 46141, 46307 Minimum Day 46300-46300.6 ADA 48340 Improvement of Pupil Attendance 48663 Community Day School 48915 Expulsion; particular circumstances 48917 Suspension of expulsion order 51745-9 Independent Study Program 56026 Individuals with Exceptional Needs California Administrative Code, Title 5 11700-11703 Standards

Adopted: June 8, 1999
Revised: August 22, 2000
Revised: January 14, 2003
Revised: August 10, 2021

5000 STUDENTS

5200 – PROGRAMS

Independent Study

MCBE P AR 5220

The Madera County Board of Education has adopted a policy to implement the requirements of AB 130. With the enactment of Assembly Bill No. 130 (Ch. 44, Stats. 2021, hereafter “AB 130”), school districts and county offices of education ~~are required~~ ~~may~~ ~~to~~ offer independent study ~~for the 2021-2022-2022-2023 school year~~ with limited exceptions.

This Regulation is intended to implement the additional requirements of AB 130. To the extent that there is any conflict between this Regulation and MCBE P 5220, the provisions of this Regulation shall govern.

Monitoring Student Progress

In addition to the number of missed assignments permitted by MCBE P 5220 before an evaluation is conducted to determine whether it is in the best interest of a pupil to remain in independent study, or whether the pupil should return to the regular school program, the pupil’s level of satisfactory progress shall be considered. Satisfactory educational progress shall be determined based on all of the following indicators:

1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement, including but not limited to the student’s attendance and absenteeism.
2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Special Education Students Participating in Independent Study

Students enrolled in special education programs may participate in independent study if the Individual Education Plan (IEP) Team agrees and Free Appropriate Public Education (FAPE) can be established. The “certificated employee with responsibility for the student’s special education programming” must be a signatory to the written agreement.

Content Standards

The provision of content aligned to grade level standards that is provided to pupils in the independent study program shall be ~~at a level of quality and intellectual challenge~~

substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.

Re-engagement Strategies

MCSOS employees will take measures to re-engage pupils who are not generating attendance for more than ~~three schooldays or 60 percent of the instructional days in a school week~~ 10 percent of required minimum instructional time over four continuous weeks of approved instructional calendar, pupils found non-participatory in synchronous instructional offerings pursuant to Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by gradespan, or pupils who are in violation of their written agreement pursuant to Educational Code section 51747 (g), MCBE P 5220, and this policy. Procedures for tiered re-engagement strategies shall include all of the following:

1. Verification of the pupil's current contact information.
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
3. A plan for outreach to determine pupil needs, including connection with health and social services as necessary.
4. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the provisions of MCBE P 5220 and this policy regarding missed assignments and satisfactory education progress.

"Pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement pursuant to subdivision (g) of Section 51747 or the written learning agreement pursuant to subdivision (b) of Section 51749.6.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year.

Instructional Delivery Methods

Instruction shall be provided to all pupils in the independent study program in accordance with the pupil's written agreement, and shall include the following:

1. For pupils in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, daily synchronous instruction shall be provided for all pupils throughout the school year.

2. Pupils in grades 4 to 8, inclusive, will be provided opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.
3. Pupils in grades 9 to 12, inclusive, will be provided opportunities for at least weekly synchronous instruction for all pupils throughout the school year.

“Live interaction” means interaction between the pupil and MCSOS classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provisions of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Education Code Section 51747.5. [A pupil who does not participate in independent study on a school day shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement pursuant to section 51447.](#)

Returning to In-person Instruction

Pupils whose families wish to return to ~~in-person~~ [classroom-based](#) instruction from independent study may notify the designated contact person, as set forth in the pupil's written agreement. Upon notice from the pupil's family that a return to in-person instruction is desired, the Independent Study Administrator shall provide for the pupil's return to the school of the pupil's previous in-person attendance, or such other school as is appropriate for the pupil's grade level and place of residence, no later than five instructional days after the request is received.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year.

[Independent Study Fewer Than Fifteen Days](#)

[Written agreements for independent study lasting fewer than 15 school days must be signed by parent/guardian within 10 days of enrollment in independent study.](#)

Master Agreement

Each pupil's written agreement for independent study shall include, in addition to those provisions required by MCBE P 5220 the following:

1. The manner, time, frequency, and place for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding the pupil's academic progress.
2. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
3. A statement of the level of satisfactory educational progress allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
4. A statement detailing the academic and other supports that will be provided to address the needs of the pupils are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file. An electronic file includes a computer or electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means. Either an original document or an electronic file of the original document is allowable for auditing purposes.

Written agreements may be signed using an electronic signature that complies with state and federal standards that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Each pupil's written agreement must be completed and signed by parent, student, and teacher prior to program commencement for programs scheduled for 15 days or more.

~~For the 2021-22 school year only, the MCSOS staff shall obtain a signed written agreement for independent study from the pupil, or the pupil's parent or legal guardian if the pupil is less than 18 years of ages, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.~~

Independent Study Enrollment and Notice

~~For the 2021-22 school year only, the MCSOS staff shall notify the parents and guardians of all enrolled pupils of their options to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall include written information on the MCSOS internet website, including, but not limited to, the right to request a pupil-parent-educator conference meeting before enrollment pursuant to this section, pupil rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the synchronous and asynchronous instructional time that a pupil will have access to as part of independent study.~~

~~[Note: If 15 percent or more of the pupils enrolled in a local educational agency that provides instruction in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, the written information shall, in addition to being written in English, be written in the primary language.]~~

Upon the request of the parent or guardian of a pupil, and before signing a written agreement with the pupil's parent or guardian, the MCSOS staff may conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent, or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

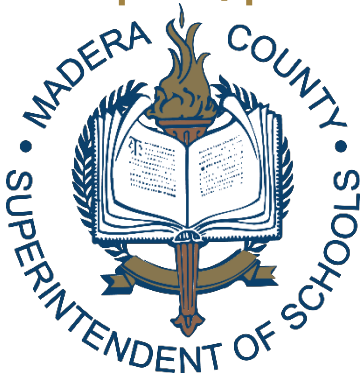
LEGAL REFERENCE
Education Code: 51745-51749 Independent Study Programs Assembly Bill No. 130 (Ch. 44, Stats. 2021) Assembly Bill No. 181 (Ch. 52, Stats. 2022)

Adopted: August 6, 2021

Reviewed: August 10, 2021

Revised: August 9, 2022

DRAFT



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.7

Board of Education Action Item August 9, 2022

Topic:

Consideration Renewal of Career and Alternative Education (CAES) Waiver to the State Board of Education to Waive Education Code 52852 in Order to Operate Shared School Site Council (SSC) and Reduce the Number of Representatives Composing the SSC.

[Annual board approval notice of renewal of waiver allowing CAES to share SSCs and to reduce the required number of representatives]

Background:

A School Site Council (SSC), as required by Title I and the California Department of Education (CDE), is prescribed by California Education Code (Ed Code 52852). In short, the code requires every school receiving Title I funds to establish a School Site Council. The same Education Code establishes the composition of a council to include a principal, teachers, other staff, parents, and students (at the high school level). The Education Code calls for parity between school and parent/community representatives and outlines requirements for numbers in each group.

California Department of Education provides a waiver process for schools that cannot meet the Education Code requirements. Specifically, a Local Education Agency (LEA) may request a waiver of Ed Code 52852—a SSC at each school receiving Title I and the composition of SSCs. A waiver request is prepared by the LEA, and approval of the request is sought from the School Site Council (or other advisory committee), the Local Board of Education, and the Superintendent. The bargaining unit is informed of the waiver request for an SSC.

The Waiver Request is sent to CDE, which reviews the request and submits the request to the State Board of Education. At a regularly scheduled State Board meeting, such waiver requests are reviewed and either approved, approved with conditions, or denied.

Pursuant to Senate Bill (AB) 75 local educational agencies (LEAs) will no longer be required to seek the State Board of Education (SBE) approval for some of their school site councils to waive the composition requirements contained in Education Code (EC) 65000. The specific provisions for such permission are authorized in EC 65001 which includes: Up to three schools with a combined pupil population of less than 1,000 may operate a shared School Site Council and sites share geographic proximity to one another with similar pupil populations.

The Madera County Superintendent of Schools' (MCSOS) Career and Alternative Education Services Division (CAES) requests such a waiver. This waiver requests one SSC to serve Madera County Independent Academy (MCIA), Pioneer Technical Center (PTC), and Endeavor/Voyager School. The justification for this waiver meets the requirements listed above such that the combined student population of CAES programs does not exceed 1,000 pupils, CAES programs share the same geographic proximity, as well as, CAES programs address similar student needs, administration, funding, and the small staffs at each individual school site.

In addition, our combined School Site Council would have to consist of at least 12 people: 1 principal, 3 teachers and 2 other school employees (6 total) and 3 parents or other community members as well as 3 students (6 total).

Financial Impact:

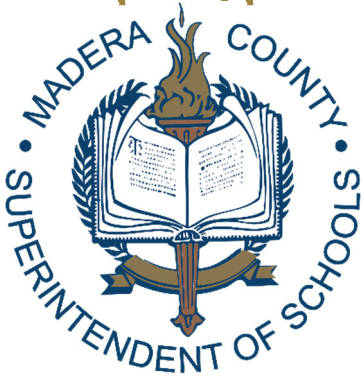
There is no financial impact.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Madera County Board of Education approve the submission of the waivers to the State Board of Education to Waive Education Code 52852 in order to share school site councils for CAES charter schools and Endeavor/Voyager.



Agenda Item 8.8

Board of Education Action Item August 9, 2022

Topic:

Consideration Bylaws Policy Update

Background:

Periodically, policies are added to the Board Bylaws or are renumbered. At this time, a new section "9700 County Superintendent" is recommended.

8.8.1 County Superintendent Remuneration MCBE BB 9501

- ♦ Due to the addition of a new section to the Bylaws of the Board, it is appropriate to renumber this bylaw to be included in section 9700.

- ♦ Change MCBE BB 9501 number system to MCBE BB 9701

8.8.2 Filling County Superintendent Vacancy MCBE BB 9705

- ♦ The County Board of Education must have an adopted policy to fill any vacancy during the term of office of a county superintendent.

Financial Impact:

None

Resources:

Ad hoc Committee

Alfred Soares, Jr., Board of Education President

Cecilia A. Massetti, Ed.D., Madera County Superintendent of Schools

Recommendation:

It is recommended the Board approve the renumbering of MCBE BB 9501 to MCBE BB 9701.

It is recommended the Board adopt MCBE BB 9705 Filling County Superintendent Vacancy.

TABLE OF CONTENTS

MADERA COUNTY BOARD OF EDUCATION (MCBE)

BYLAWS OF THE BOARD (BB)

9000 ROLE OF THE BOARD AND ITS MEMBERS

9001	Purposes, Powers, Duties
9005	Governance Standards
9010	Limits and Authority
9020	Public Statements by Board Members
9030	Complaints Concerning School Districts

9100 ORGANIZATION

9110	Number of Members and Terms of Office
9120	Officers
9121	President
9122	Vice President
9123	Secretary
9131	Committee of the Whole
9133	Temporary Committees
9142	Representatives to Other Agencies or Organizations

9200 MEMBERS

9210	Qualifications
9220	Elections
9221	Filling of Vacancies
9230	Orientation of New Members
9240	Development in Service
9250	Compensation, Benefits, and Reimbursement
9260	Eligibility of Retired Board Members for Self Paid Health Benefits AR 9260 Eligibility of Retired Board Members for Self Paid Health Benefits
9270	Conflict of Interest
9271	Code of Ethics and Board Responsibility to Community

9300 METHODS OF OPERATION

- 9301 Methods of Operation
- 9313 Formulation, Adoption, Amendment of Administration Regulations
- 9314 Suspension of Policies, Bylaws and Regulations
- 9320 Meetings
- 9321 Time, Place, Notification of Meetings, Teleconferencing
- 9322 Public and Closed Session Meetings
- 9325 Meeting Conduct
 - AR 9325.1 Meeting Conduct
 - AR 9325.2 Request to Address the Board
 - AR 9325.3 Order of Business
 - AR 9325.4 Construction of Agenda
 - AR 9325.5 Actions Taken by the Board
 - AR 9325.6 Minutes
- 9330 County Board/County Office Records Public Access
- 9340 Membership in Associations
- 9350 Member Participation in Conferences

9500 ELECTIONS

- ~~9501 County Superintendent Remuneration~~
- 9510 Election Procedures
- 9520 Cost of Candidates' Statements

9600 APPEALS

- 9630 Expulsion Appeals

9700 County Superintendent

- ~~9701 County Superintendent Remuneration~~
- ~~9705 Filling County Superintendent Vacancy~~

Revised: ~~September 14, 2021~~ August 9, 2022

BYLAWS OF THE BOARD

<u>9500 ELECTIONS</u> <u>9700 COUNTY SUPERINTENDENT</u>
--

9501 9701 COUNTY SUPERINTENDENT REMUNERATION

County Superintendent Remuneration

MCBE BB 9501 9701

The County Board of Education believes that the County Superintendent of Schools renders services that promote the success of students and of the County Office of Education and that anyone occupying the position should be fairly compensated for his/her service. In accordance with law, the County Board shall fix the salary of the County Superintendent and may adopt a remuneration package that includes, but is not limited to salary allowances, sick leave, health and welfare benefits, and other benefits as appropriate. The County Superintendent shall receive reimbursement for his/her actual and necessary traveling expenses.

Any discussion and/or action taken on the County Superintendent remuneration shall take place in open session at a regularly scheduled meeting of the County Board.

Any changes to the County Superintendent's salary, financial remuneration, or any benefit, for any reason, may only be made upon approval of the County Board after discussion at a regularly scheduled meeting of the County Board. (Education Code 1209, Government Code 54956)

The county superintendent shall possess the appropriate California credential to be placed on the county superintendent salary schedule.

A newly elected or appointed county superintendent will normally be placed on Step 1 of the superintendent's salary schedule recognizing the experience and duties of a county superintendent are different than those of a district superintendent.

The Board of Education president may meet annually with the county superintendent or at a minimum every other year for the purposes of considering an adjustment to the salary schedule.

The Attorney General has opined that a County Board may increase or decrease the County Superintendent's salary at any point during the term for which the County Superintendent was elected, but that any salary decrease may not be retroactive. Due to the conflict recognized by the Attorney General between the California Constitution and Education Code 1207, prior to decreasing a County Superintendent's salary, the County Board should first contact legal counsel.

The County Superintendent shall receive reimbursement for his/her actual and necessary traveling expenses. (Education Code 1200, 1201)

Legal References

Education Code Sections

1200-1209 Appointment, Qualifications, Salary, and Expenses of County Superintendent

Government Codes

3511.1-3511.2 Local Agency Executives

53243.3-53243.4 Abuse of Office

54954 Time and Place of Regular Meetings

54956 Regular Meetings

54957 Closed Session Personnel Matters

California Constitution

Article 9, Section 3.1 County Superintendent Qualifications and Salaries

Court Decisions

Woodcock v Dick, (1950) 36 Cal 2d 146

Attorney General Opinions

61 Ops.Cal.Atty.Gen. 384 (1978)

61 Ops.Cal.Atty.Gen. 356 (1979)

Adopted: November 20, 2020

Revised: July 12, 2022

Revised: August 9, 2022

BYLAWS OF THE BOARD**9700 COUNTY SUPERINTENDENT****9705 FILLING COUNTY SUPERINTENDENT VACANCY**Filling County Superintendent VacancyMCBE BB 9705

The Legislature of the State of California has given to county boards of education the power of appointment to fill any vacancy during the term of office of a county superintendent of schools.

The Madera County Board of Education seeks to have this authority in order to promote flexibility and responsiveness in the event of any vacancy during the term of office of the Madera County Superintendent of Schools and in compliance with requirements of Education Code Section 1042(e).

It is the policy of the Madera County Board of Education that the authority to fill any vacancy during the term of the office of the Madera County Superintendent of Schools shall be vested in the Madera County Board of Education. Any person appointed shall serve until the next regular gubernatorial election.

(cf. 9000 – Role of the Board)

LEGAL REFERENCE
Education Code: 1042 County boards, authority 1042(e)(1) Duties and responsibility Government Code: 25304-25304.5 County officers; vacancies California Constitution Article 9, Section 3 Education

Adopted: August 9, 2022