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]  
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
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, Prosperi, 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 Agri-science 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 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
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 Clara, and Sonoma.
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

<table>
<thead>
<tr>
<th>Step</th>
<th>Salary</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>$207,000</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>$215,000</td>
</tr>
<tr>
<td>4</td>
<td>$219,000</td>
</tr>
<tr>
<td>5</td>
<td>$223,000 x.025 = $228,575.00 x.025 = $234,289.38 x.025 = $240,146.61</td>
</tr>
<tr>
<td>6</td>
<td>$227,000 x.025 = $232,675.00 x.025 = $238,491.88 x.025 = $244,454.18</td>
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</table>
Step 7  $231,000 x.025 = $236,775.00 x.025 = $242,694.38 x.025 = $248,761.74
Step 8  $235,000 x.025 = $240,875.00 x.025 = $246,896.88 x.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 x.025 = $236,775.00 x.025 = $242,694.38 x.025 = $248,761.74

8 of 10
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 a 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
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
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.
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Credential Applied For</th>
<th>Valid Dates of TCC</th>
<th>Employing District</th>
<th>Date Issued</th>
<th>Application Type</th>
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<td>Aderhold</td>
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<td>07/18/2022-08/01/2023</td>
<td>County-Wide Substitute Teacher List</td>
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<td>7/29/2022</td>
<td>New</td>
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<td>07/19/2022-08/01/2023</td>
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<td>Richard</td>
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<tr>
<td>Stevens</td>
<td>Peggy</td>
<td>Multiple Subject Teaching Credential</td>
<td>06/01/2022-07/01/2023</td>
<td>Madera USD</td>
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<td>Last Name</td>
<td>First Name</td>
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<td>Valid Dates of TCC</td>
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<td>Date Issued</td>
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</tr>
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<tr>
<td>Wulf</td>
<td>Sara</td>
<td>Short Term Staff Permit</td>
<td>07/27/2022-08/01/2023</td>
<td>Chawanakee USD</td>
<td>7/29/2022</td>
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</table>
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Make</th>
<th>Model</th>
<th>S/N</th>
<th>Asset Tag</th>
<th>Obsolete</th>
<th>Non-operational</th>
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<tbody>
<tr>
<td>Computer</td>
<td>Dell</td>
<td>Optiplex 9030 AIO</td>
<td>CMXLM22</td>
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<td>Latitude 3540</td>
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<tr>
<td>Computer</td>
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<td>Studio 1747</td>
<td>3D5F0M1</td>
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<tr>
<td>Computer</td>
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<td>Studio 1747</td>
<td>3S5F0M1</td>
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## Printers

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## Other Items

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<td>Scanmark ES2260</td>
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<td>Aple iPad 4</td>
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<td>Apple</td>
<td>Aple iPad</td>
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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.
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:


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

<table>
<thead>
<tr>
<th>Investments</th>
<th>Par Value</th>
<th>Market Value</th>
<th>Book Value</th>
<th>% of Portfolio</th>
<th>Term</th>
<th>Days to Maturity</th>
<th>YTM 360 Equiv.</th>
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<td>36,495,030.00</td>
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<td>1,541</td>
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<td>Treasury Coupon Securities</td>
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<td>115,273,471.67</td>
<td>14.84</td>
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<td>674</td>
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<td>95,107,352.36</td>
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<td>Federal Agency Disc. -Amortizing</td>
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<td>Local Agency Investment Funds</td>
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<td>34,851,910.95</td>
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<td>Municipal Bond</td>
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**Investments**

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<table>
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<tr>
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<tr>
<td></td>
<td>June 30</td>
<td>Month Ending</td>
<td>Fiscal Year To Date</td>
<td>Fiscal Year Ending</td>
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<tr>
<td>Current Year</td>
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<td>3,491,875.59</td>
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<td>Average Daily Balance</td>
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<tr>
<td>Effective Rate of Return</td>
<td>0.71%</td>
<td>0.55%</td>
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**PURSUANT TO GOVERNMENT CODE SECTION 53646:**

1. **(b)(2)** THE COUNTY’S PORTFOLIO IS IN COMPLIANCE WITH THE 2022 INVESTMENT POLICY VALID 01/01/2022 THROUGH 12/31/2022.

2. **(b)(3)** THE MADERA COUNTY CO-MINGLED INVESTMENT POOL IS ABLE TO MEET THE POOL’S EXPENDITURE REQUIREMENTS FOR THE NEXT SIX MONTHS.

3. **(b)(1)** MARKET VALUE SOURCE: PRINCIPAL CUSTODY SOLUTIONS.

Tracy Kennedy, Treasurer-Tax Collector

July 18, 2022
## Portfolio Details - Investments

**June 30, 2022**

### Medium Term Notes

<table>
<thead>
<tr>
<th>CUSIP</th>
<th>Investment #</th>
<th>Issuer</th>
<th>Balance Date</th>
<th>Par Value</th>
<th>Market Value</th>
<th>Book Value</th>
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<th>Maturity Date</th>
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<tr>
<td>89236THF5</td>
<td>1728</td>
<td>Toyota</td>
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<td>4,848,350.00</td>
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<td>APPLE INC.</td>
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<td>AMAZON COM INC</td>
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### Federal Agency Coupon Callable

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<tbody>
<tr>
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<td>Federal National Mortg. Assoc.</td>
<td>01/20/2021</td>
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<td>4,828,300.00</td>
<td>5,007,979.41</td>
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<tr>
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<td>12/15/2022</td>
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<td>01/20/2021</td>
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<td>5,007,979.41</td>
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<td>12/15/2022</td>
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<td>12/15/2022</td>
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<tr>
<td>3135G5ST6</td>
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<td>01/20/2021</td>
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<td>4,828,300.00</td>
<td>5,007,979.41</td>
<td>0.260</td>
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### Subtotal and Average

| Subtotal | 39,125,646.28 | 39,500,000.00 | 36,495,030.00 | 39,127,089.84 | 1,287 | 1.389 |

Data Updated: SET_1PM: 07/15/2022 14:53
Run Date: 07/15/2022 - 14:55

Portfolio MAD

RC

Report Ver. 7.3.11
## Portfolio Details - Investments
### June 30, 2022

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<th>Stated Rate</th>
<th>Days to Maturity</th>
<th>YTM Maturity</th>
<th>Rate</th>
<th>Par Value</th>
<th>Market Value</th>
<th>Book Value</th>
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### CAMP: CA Asset Mgmt Program

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**Data Updated:** SET_1PM: 07/15/2022 14:53

**Run Date:** 07/15/2022 - 14:55

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Portfolio MAD

RC

PM (PRF_PM2) 7.3.11
## Portfolio Details - Investments

**June 30, 2022**

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**Federal Agency Bullet**

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<th>Par Value</th>
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**Subtotal and Average**

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Data Updated: SET_1PM: 07/15/2022 14:53
Run Date: 07/15/2022 - 14:55
### Portfolio Details - Investments

#### June 30, 2022

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#### Subtotal and Average

- **Federal Agency Bullet**: 208,841,177.05
- **Municipal Bond**: 8,994,174.00
- **Grant Anticipation Note**: 3,358,800.00

**Data Updated**: SET_1PM: 07/15/2022 14:53

Run Date: 07/15/2022 - 14:55
## Portfolio Details - Investments
June 30, 2022

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<th>CUSIP</th>
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<th>Days to Maturity</th>
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## Portfolio Management by Fund

### Portfolio Management

**Portfolio Details - Cash**

**June 30, 2022**

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**Data Updated:** SET_1PM: 07/15/2022 14:53

**Run Date:** 07/15/2022 - 14:55
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
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:

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).

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

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<td>Level 4</td>
<td>Bridge-upper</td>
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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
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
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.
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

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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.
Independent Study for 2021-2022

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
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

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

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 to offer independent study for the 2021-2022 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 date 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
**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, 2024, August 9, 2022
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**

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 Vacancy  MCBE 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