

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, January 20, 2021 - 5:30 p.m.
Sutter County Superintendent of Schools Office
970 Klamath Lane – Board Room
Yuba City, CA 95993

Participation Available Via Teleconference

<https://us02web.zoom.us/j/84444957942>

A full Board packet is available for review at the Sutter County Superintendent of Schools' website at www.sutter.k12.ca.us.

- 5:30 p.m.**
- 1.0 Call to Order
 - 2.0 Pledge of Allegiance
 - 3.0 Roll Call of Members:

Ron Turner, President
June McJunkin, Vice President
Vacant
Victoria Lachance, Member
Jim Richmond, Member
 - 4.0 Items of Public Interest to Come to the Attention of the Board

Members of the public wishing to address the Board on specific agenda items, or any item of interest that is within the subject matter jurisdiction of the Board, will be given an opportunity to do so. At the discretion of the Board president, time limits may be imposed upon such presentations. No action may be taken on items not appearing on the posted agenda.
 - 5.0 Approve Minutes of the December 11, 2020, Regular Meeting
[Action Item]

The minutes of the December 11, 2020, Meeting of the Sutter County Board of Education are presented for approval.
 - 6.0 School Accountability Report Cards – Brian Gault, Janine Hughes, John Kovach and Joe Hendrix

School Accountability Report Cards are prepared, per state requirements, for Sutter County Special Education, Feather River Academy and Pathways Charter Academy.

- 7.0 Business Services Report
 - 7.1 Monthly Financial Report – December 2020
Nic Hoogeveen
 - 7.2 Investment Statement – November 2020
Ron Sherrod
 - 7.3 Surplus Real Property – Ron Sherrod
 - 7.4 Facilities Update – Ron Sherrod

- 8.0 Report of Superintendent’s Salary Review Committee
Victoria Lachance and Jim Richmond

Education Code Section 1209 states that a county superintendent of schools shall not increase his or her salary, financial remuneration, benefits, or pension in any manner or for any reason without bringing the matter to the attention of the county board of education for its discussion at a regularly scheduled public meeting of the board and without the approval of the county board of education.

- 9.0 Items from the Superintendent/Board

10.0 Adjournment

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent’s Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent’s Office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.

All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.

BOARD AGENDA ITEM: Approve Minutes of the December 11, 2020 Regular Board Meeting

BOARD MEETING DATE: January 20, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Maggie Nicoletti

Reports/Presentation

SUBMITTED BY:

Information

Tom Reusser

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The minutes of the regular meeting of the Sutter County Board of Education held December 11, 2020, are presented for approval.

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
December 11, 2020

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Turner, 3:02 p.m., December 11, 2020, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by President Turner.

3.0 Roll call of Members

Ron Turner, President – Present – via zoom
June McJunkin, Vice President – Present – via zoom
Karm Bains, Member – Present – via zoom
Victoria Lachance, Member – Present – via zoom
Jim Richmond, Member – Present – via zoom

Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Ron Sherrod, Joe Hendrix, Nic Hoogeveen, Brian Gault, John Kovach, Janine Hughes and Maggie Nicoletti.

4.0 Items of Public Interest to come to the attention of the Board

None

5.0 Administer Oaths of Office

Superintendent Reusser administered Oaths of Office to Victoria Lachance, June McJunkin and Ron Turner.

6.0 Reorganization of the Sutter County Board of Education

6.1 Election of Board President

Board President Turner opened nominations for the office of President. Victoria Lachance nominated Ron Turner to continue to serve as President of the Sutter County Board of Education. There being no further nominations, President Turner closed the nominations.

A motion was made to re-elect Ron Turner to serve as President of the Sutter County Board of Education December 2020 through November 2021. President Elect Turner chaired the remainder of the meeting.

<i>Motion:</i>	Lachance	<i>Seconded:</i>	Bains
<i>Action:</i>	Motion Carried		
<i>Ayes:</i>	5 (McJunkin, Turner, Bains, Richmond and Lachance)		
<i>Noes:</i>	0		
<i>Absent:</i>	0	<i>Abstain:</i>	0

6.2 Election of Board Vice President

President Elect Turner opened nominations for the office of Vice President. Victoria Lachance nominated June McJunkin to continue to serve as Vice President. There being no further nominations, President Elect Turner closed the nominations.

A motion was made to re-elect June McJunkin to serve as Vice President of the Sutter County Board of Education December 2020 through November 2021.

Motion: Lachance *Seconded:* Richmond
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Bains, Richmond and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

6.3 Set Location, Time, Meeting Dates and Adopt 2021 Calendar

A motion was made to adopt the 2021 Sutter County Board of Education calendar as presented.

Motion: Karm Bains *Seconded:* June McJunkin
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Bains, Richmond and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

7.0 Approve Minutes of the November 10, 2020 Regular Meeting and November 17, 2020 Special Meeting

7.1 A motion was made to approve the minutes of the November 10, 2020, regular meeting of the Sutter County Board of Education.

Motion: McJunkin *Seconded:* Lachance
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Bains, Richmond and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

7.2 A motion was made to approve the minutes of the November 17, 2020, special meeting of the Sutter County Board of Education.

Motion: McJunkin *Seconded:* Lachance
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Bains, Richmond and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

Trustees Lachance and Richmond have previously served on the Superintendent's Salary Committee and they both agreed to continue to serve on this committee. Ron will contact them to set up a zoom meeting. Jim suggested a 12:00 p.m. meeting.

A motion was made to approve Victoria Lachance and Jim Richmond to continue to serve on the Superintendent's Salary Committee.

Motion: McJunkin *Seconded:* Bains
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Richmond, Bains and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

- 12.0 Disclosure of Collective Bargaining Agreement for Sutter County Superintendent of Schools Employee Association (CSEA), Chapter #634
Per Ron, this is the disclosure for the CSEA Association that we are required to submit. He reviewed the document with the Board.

- 13.0 Approval of the SCSOS Feather River Academy Budget Overview for Parents

Brian stated this is usually presented annually in LCAP; however, presenting has changed this year due to COVID. He reviewed the document with the Board. Brian thanked Laura Phillips for providing the information.

Motion was made to approve the SCSOS Feather River Academy Budget Overview for Parents.

Motion: Bains *Seconded:* McJunkin
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Bains, Richmond and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

- 14.0 Approval of the Pathways Charter Academy Budget Overview for Parents

Brian stated this is usually presented annually in LCAP; however, presenting has changed this year due to COVID. He reviewed the document with the Board.

Motion was made to approve the SCSOS Pathways Charter Academy Budget Overview for Parents.

Motion: Bains *Seconded:* Richmond
Action: Motion Carried

Motion: McJunkin *Seconded:* Richmond
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Bains, Richmond and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

Addendum to Agenda

1.0 Approval of Purchase Offer of Real Property

Ron stated that we received two offers on the SCSOS property located at 950 Tharp Road, Suite 300, Yuba City, CA. He presented the offers to the Board and the Board accepted the offer in the amount of \$1,050,000.

Motion was made to approve the purchase offer of real property.

Motion: Bains *Seconded:* McJunkin
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Bains, Richmond and Lachance)
Noes: 0
Absent: 0 *Abstain:* 0

18.0 Items from the Superintendent/Board

Tom asked if there were any questions for Zac Repka, Real Estate agent representing the Board in the sale of real properties (attending via zoom). The Board had no questions.

Information was sent to the Board regarding the current closure of the office; the latest count for COVID cases in our organization is 15 to 16 staff members and this number does not include the cases we already had.

Tom meets with Dr. Luu, Bi-county Health Officer, and all district superintendents every Monday. Dr. Luu's recommendation was to close our office, schools, county/government offices and restaurants. Tom suspects that these closures may remain in effect until February 2021. Erin Hamor, attorney for the Board, reviewed letters from Dr. Luu and the State and she gave a legal opinion stating the advisory from Dr. Luu serves the same as an order. Tom will continue to stay in touch with the Districts.

No date has been established for re-opening Shady Creek. Shannon is collaborating with other outdoor schools and is trying to set up some type of distance learning with students.

June attended the two day virtual CSBA conference in December. She will send information from the conference to Maggie and it will be distributed to Board Members.

Vicky stated that East Nicolaus had a drive-through hot chocolate event last night.

Karm thanked the Board for the time he has served on the Board. He will be resigning due to being elected as a Sutter County Supervisor. His resignation letter will be forthcoming.

The Board thanked the presenters for their good work and thanked Karm for his service to the Board and to the students in Sutter County.

19.0 Adjournment

A motion was made to adjourn the meeting 4:23 p.m.

<i>Motion:</i>	Bains	<i>Seconded:</i>	Richmond
<i>Action:</i>	Motion Carried		
<i>Ayes:</i>	5 (McJunkin, Turner, Bains, Richmond and Lachance)		
<i>Noes:</i>	0		
<i>Absent:</i>	0	<i>Abstain:</i>	0

BOARD AGENDA ITEM: School Accountability Report Cards

BOARD MEETING DATE: January 20, 2021

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Brian Gault, Janine Hughes, John Kovach, Joe Hendrix

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

School Accountability Report Cards are prepared per state requirements for Sutter County Special Education, Feather River Academy and Pathways Charter Academy.



[SARC Home](#) » Sutter County Special Education

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Janine Hughes, Director of Special Education

- Principal, Sutter County Special Education

About Our School

Welcome to Sutter County Special Education Department

As your Director of Special Education, it is my sincere pleasure to work with our dedicated staff and community to help provide an excellent educational experience for our students. We are committed to ensuring that students receive the best support to learn and grow. In our department we have three Special Education Principals and a Program Specialist who are a part of your supportive admin team and are here to support students and families through their academic career.

My vision for our Special Education department is to provide students with an educational experience that inspires, motivates and supports them in being lifelong learners and functioning members of society. Our goal is to provide a nurturing environment that meets the individual needs of each student, academically, socially, and emotionally. Our student population are those that have significant needs and our Special Education program works as a multi-disciplinary team to support each student and provide each

student services per their Individual Education Plan (IEP). Each student has goals that are set for them individually and our focus is to support students in providing the appropriate learning environment, curriculum, supports and modifications in order to help them be successful.

Families, teachers, support staff, community members, and administration all play a part in helping our students develop academically, socially, and emotionally. Together, we can make a positive difference. A strong partnership between home and school fosters greater success for our children. We reach out to families on a regular basis, but also encourage parents to communicate with teachers and staff to foster a successful partnership.

We are excited for the opportunity to work with all of our students and will provide a safe and productive learning environment for all. I encourage families to call me to share ideas, concerns, or questions at anytime.

Sincerely,

Janine Hughes,

Director, Special Education

Contact

Sutter County Special Education
970 Klamath Ln.
Yuba City, CA 95993-8961

Phone: 530-822-2911

Email: janineh@sutter.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Sutter County Special Education
Street	970 Klamath Ln.
City, State, Zip	Yuba City, Ca, 95993-8961
Phone Number	530-822-2911
Principal	Janine Hughes, Director of Special Education

Email Address	janineh@sutter.k12.ca.us
Website	www.sutter.k12.ca.us
County-District-School (CDS) Code	51105126069454

Last updated: 1/8/2021

School Description and Mission Statement (School Year 2020–2021)

Mission Statement: Working Together for Student Success

Vision Statement:

We believe...

- ...That all special education students can reach their highest possible standard of achievement
- ...That special education students can become contributing members of our community
- ...That special education programs will reflect only the finest in research-based practices
- ...That ongoing staff development will focus on the refinement on instructional practices that reflect the unique needs of our students
- ...That all special education activities will be meaningful, authentic, and engaging for our students
- ...That all Sutter County Special Educators will be a model of excellence in their field

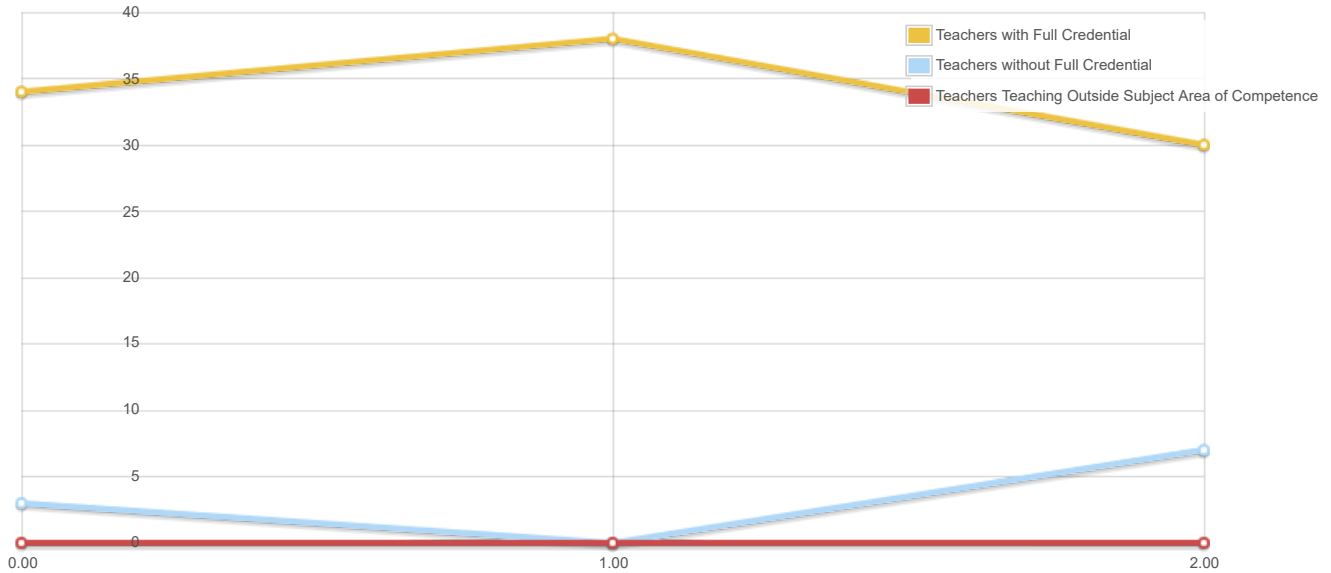
The Special Education Department provides special education related services to the 12 school districts and 3 charter schools within Sutter County for students from age birth to 22 years. The Special Education department consists of approximately 167 staff members located throughout Sutter County who provide support to students and families. In addition to providing specialized academic instruction, speech and language, and school psychologist services to the eleven smaller districts of Sutter County, Sutter County also provides intensive Special Education support in a Special Day class setting in 38 classrooms on 17 different school sites throughout Sutter County. These classrooms are located on district school sites. These students require special education services in self-contained special day classrooms to support their unique needs. For ages Birth to three, services include the Infant Development Program that is provided within the home setting. For ages Preschool-age 22, Special Day classroom programs are provided for students with severe cognitive, physical and/or medical disabilities, students identified with behavioral needs, and students identified with Autism. Specialized services include the following: Speech and Language, Psychologist services, Nursing and Behavior.

The overarching goal of the Sutter County Special Education program is to assist students in finding success and meeting their individual academic, functional, life/work skills and social/emotional/behavior needs in order to provide them with the skills they need in order to be successful in the future. Each of our students programs is IEP driven and each of our student’s programs is uniquely designed to meet his or her goals. Students are all working toward either a diploma or Certificate of Completion. If a student receives a diploma, this is given by the student’s school of residence. Sutter County’s Adult Transition Program is for students after they finish High School- age 22 and is focused on working with student’s on their work and life transition goals.

Last updated: 1/11/2021

Student Enrollment by Grade Level (School Year 2019–2020)

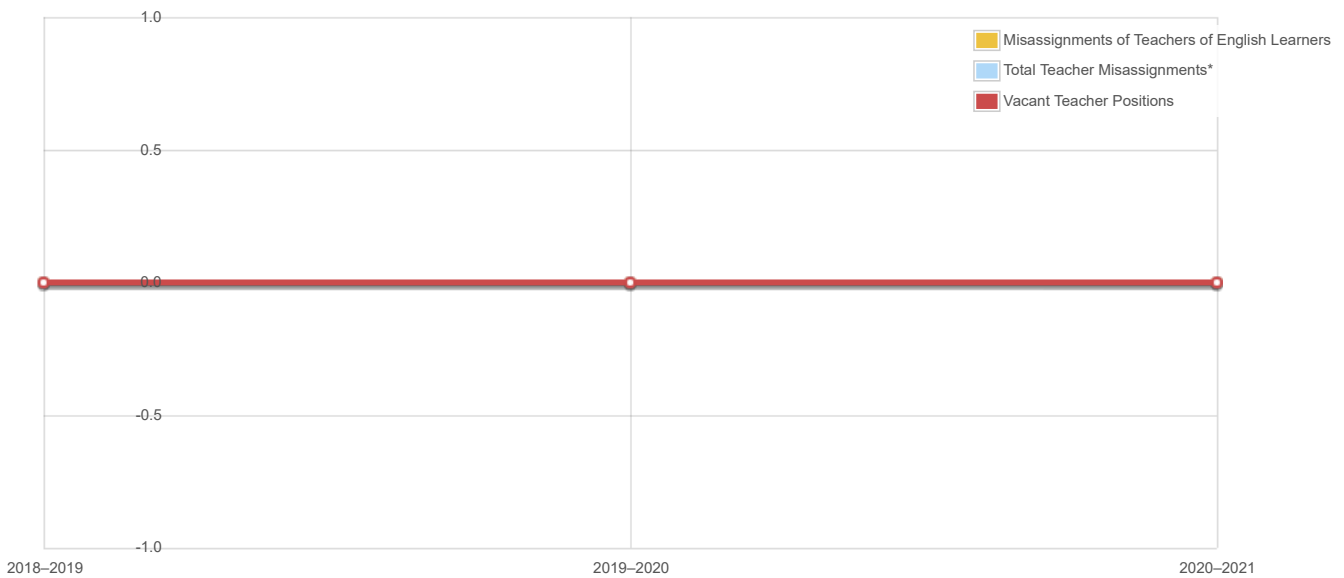
Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	To
Number of Students	26	13	13	31	32	18	20	18	26	22	16	13	63	



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

Special Education classrooms are located on district operated sites. The school district is responsible for maintenance and operations of all facilities.

Last updated: 1/11/2021

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	11%	N/A	12%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	4%	N/A	5%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

Last updated: 1/8/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	0	N/A	7	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/8/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/8/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

All of our students are on IEP's and parents are actively involved in this process to support students. Community Advisory Committee (CAC) is facilitated by the Sutter County SELPA to engage parents in the process of supporting students with disabilities in the community. This group is comprised of parents, community members and school representatives. School events also take place and parents are invited to these events. Such events include: Open house, back to school night etc.

Last updated: 1/11/2021

State Priority: Pupil Engagement

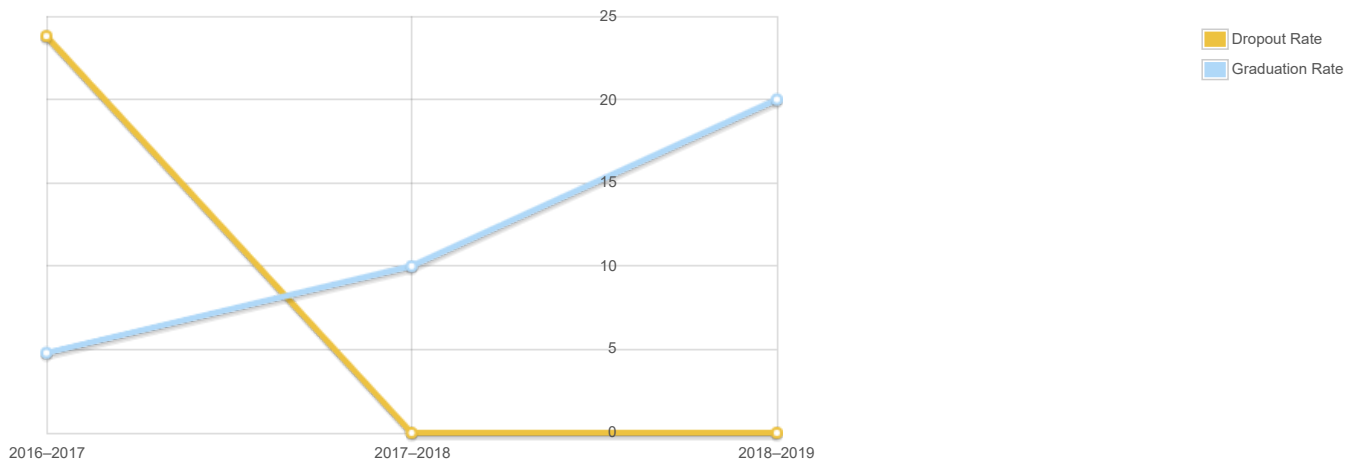
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	23.80%	0.00%	0.00%	35.10%	31.30%	19.60%	9.10%	9.60%	9.00%
Graduation Rate	4.80%	10.00%	20.00%	24.30%	29.20%	32.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/8/2021

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	16.00%	0.00%
School 2018–2019	15.80%	0.00%
District 2017–2018	15.60%	0.00%
District 2018–2019	16.40%	0.00%
	3.50%	0.10%
	3.50%	0.10%

State 2017–2018
Suspensions and Expulsions for School Year 2019–2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	13.40%	0.00%
District 2019–2020	14.70%	0.00%
	--	--

State 2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. Last updated: 1/11/2021

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	8.00		9.00	8.00	1.00	7.00	5.00	10.00
Number of Classes * 1-20	2		3	1	1	2	3	5
Number of Classes * 21-32								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	9.00			11.00	8.00	11.00	5.00	9.00
Number of Classes * 1-20	2			3	1	2	3	2
Number of Classes * 21-32								

Grade Level

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size

** "Other" category is for multi-grade level classes.

Number of Classes *

1-20

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	5.00						3.00	9.00
Number of Classes * 1-20	4						2	17
Number of Classes *								

21-32

Number of Classes *

33+

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/8/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes *

23-32

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Number of Classes *

33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	4.00	5.00	5.00	3.00
Number of Classes * 1-22	24	16	14	18
Number of Classes *				

23-32

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Number of Classes *

33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	2.00	3.00	2.00	3.00
Number of Classes * 1-22	16	11	10	10
Number of Classes *				

23-32

Number of Classes *

33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	7.00
Social Worker	
Nurse	3.00
Speech/Language/Hearing Specialist	9.00
Resource Specialist (non-teaching)	
Other	

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Types of Services Funded (Fiscal Year 2019–2020)

Students are provided services per their IEP. This may include: Specialized Academic Instruction, Speech, Psychological, Behavior, Nursing, Mental Health, Occupational Therapy, Physical Therapy, Assistive Technology, Orientation and Mobility, Visual Impairment, Deaf and Hard of Hearing, and Transition services.

Last updated: 1/8/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814



[SARC Home](#) » Feather River Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

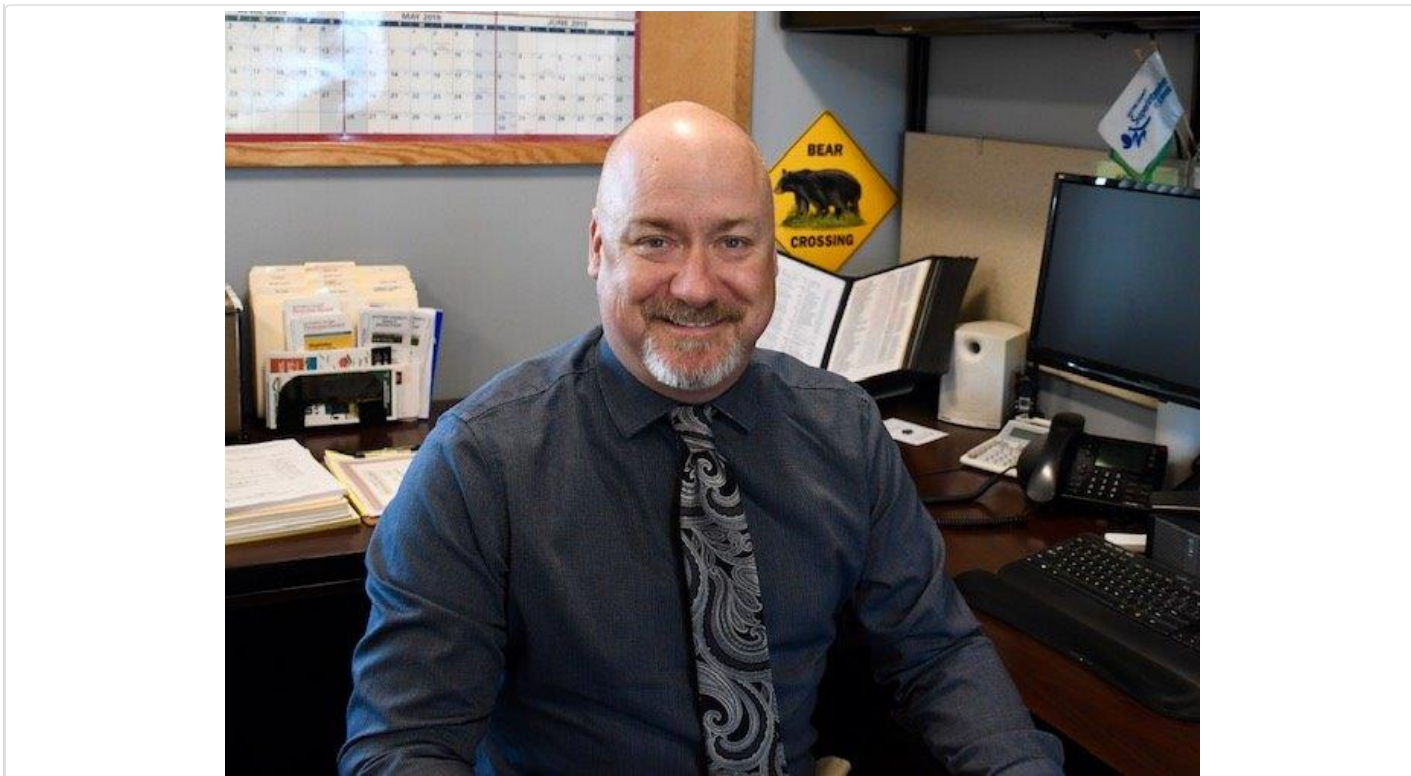
DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability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

California School Dashboard

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

John Kovach, Principal

- Principal, Feather River Academy



About Our School

Welcome to Feather River Academy

FRA was established in 2005 and serves as a county community school under the Sutter County Superintendent of Schools. It provides an alternative education program for expelled, Probation and SARB referred students in grades 7 through 12. The School is located adjacent to the county office of education, in Yuba City in the heart of Sutter County. FRA's campus is comprised of a modern building structure consisting of: 11 classrooms, administrative offices, restroom facilities and large cafeteria/presentation building. It is fenced and landscaped, has a blacktop student recreational area, and offers off-street parking.

Our enrollment varies throughout the school year but averages approximately 50 students. Our dedicated group of (4) highly qualified regular education credentialed teachers, counselors, attendance clerk, probation officer, receptionist and a fulltime secretary; meets the needs of FRA's diversified student population. We are proud of our diversity as well as the students we serve. Our belief in our students set the tone for building the culture of our school. It is our mission to create a program in which staff, students, parents, and the community work collaboratively to foster and encourage student learning. FRA's curricular emphasis is based on state standards while focused on the various learning styles and achievement levels of our students. Student goals are focused on relationships and developing the whole child in becoming:

- Respectful citizens
- Effective communicators
- Academic achievers
- Career planners
- Healthy individuals

The administration and staff have high expectations for our students and strive to give them the opportunity to either return to the comprehensive high school or graduate from FRA. We strive to provide the caring, support and encouragement; but that choice is always theirs.

Principal's Comment

Dear Students, Parents and Friends,

As principal, it is my privilege to be a part of the students, staff, families and community of Feather River Academy. Feather River Academy is an alternative education school that services grade seven through twelve within Sutter, Yuba and Colusa counties. Feather River Academy offers smaller class sizes, standards based curriculum, direct teaching, computer based options, and counseling for students. Our staff is conscientious, caring and supportive of all student's individual needs and circumstances.

We look forward to the upcoming school year. If we can be of any assistance to your student, please don't hesitate to give us a call, come see us, or send us an e-mail.

Respectfully,
John Kovach, Principal
Feather River Academy

Contact

Feather River Academy
1895 Lassen Blvd.
Yuba City, CA 95993-8987

Phone: 530-822-2400

Email: johnk@sutter.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Feather River Academy
Street	1895 Lassen Blvd.
City, State, Zip	Yuba City, Ca, 95993-8987
Phone Number	530-822-2400
Principal	John Kovach, Principal
Email Address	johnk@sutter.k12.ca.us
Website	www.sutter.k12.ca.us
County-District-School (CDS) Code	51105120114207

Last updated: 1/11/2021

School Description and Mission Statement (School Year 2020–2021)

Feather River Academy is one of two community day schools in Sutter County. FRA is a part of the Sutter County Superintendent of Schools county office of education. FRA is a program that is designed to meet the needs of students who may not find success in the normal comprehensive high school and middle school setting. FRA accepts referrals for Sutter, Yuba and Colusa county students whom are referred through expulsion, probation, or district referral. FRA is designed to provide a unique individualized educational setting to assist students in reaching their academic and personal goals. FRA promotes respect for cultural diversity and inspires integrity and respect of self and others. Classroom practices foster intellectual and social development; engage students in problem solving, higher order

thinking skills and learning activities that make the subject matter relevant to daily life. Furthermore, through the daily incorporation of our school wide academic and behavioral expectations, we strive to equip students with the skills and knowledge that empower them to be ethical , literate, responsible and contributing members of their community.

Our Mission is:

• In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, Feather River Academy ensures that all families and students are welcomed and encouraged to be connected to the school. By promoting and modeling healthy relationships with peers and families, FRA provides a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

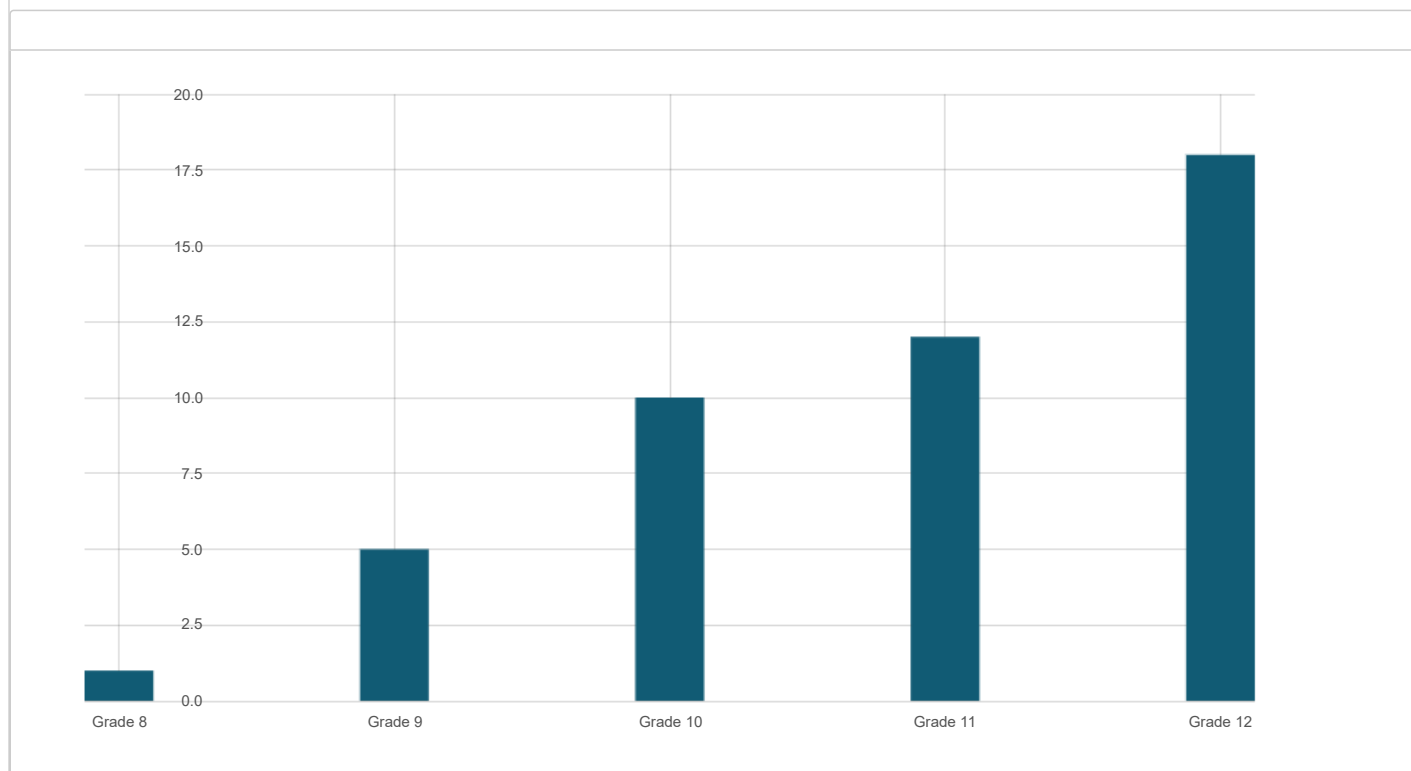
Our Vision Is To:

- Develop relationships among students, families, staff and peers that emphasize respectful and responsible behavior in all endeavors.
- Provide a focused alternative academic program which is driven by individual student goals.
- Teach healthy coping skills and emotional competence to help students become healthy functional adults.
- Prepare our students for a successful personal and professional future through skill building and work readiness programs.
- Promote an inclusive school environment where students will be provided physical, cultural, social and emotional safety.

Last updated: 1/11/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	1	5	10	12	18	46



Last updated: 1/8/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	4.30 %	%	6.50 %	%	50.00 %	%

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	89.10 %	4.30 %	28.30 %	%	4.30 %

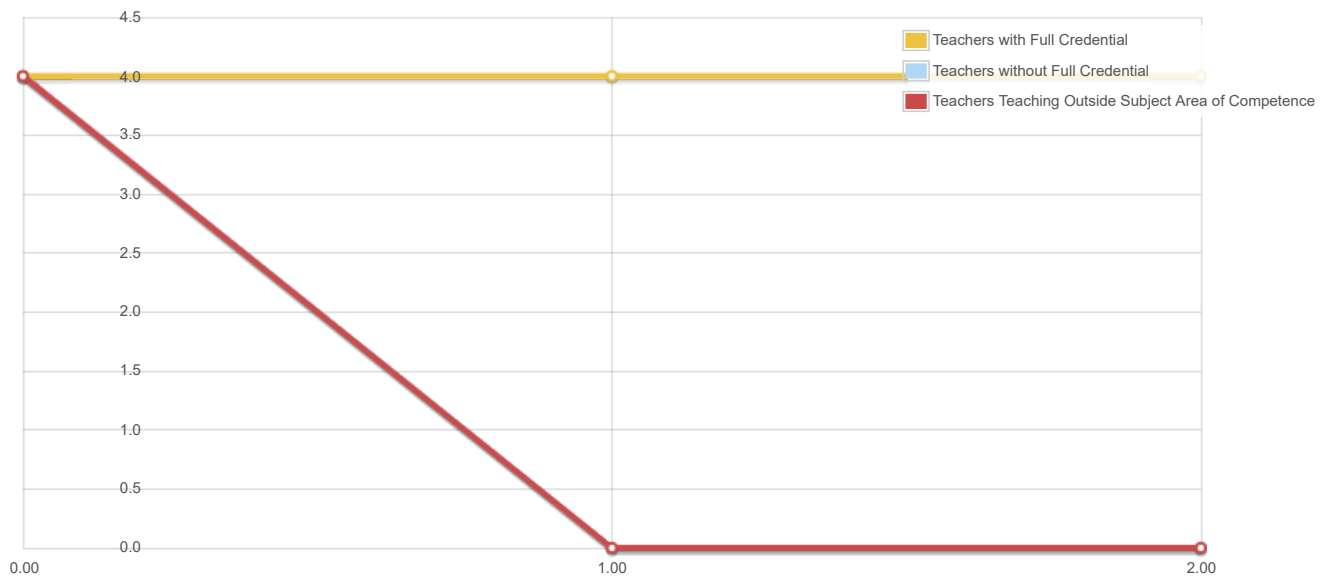
State Priority: Basic

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

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

Teacher Credentials

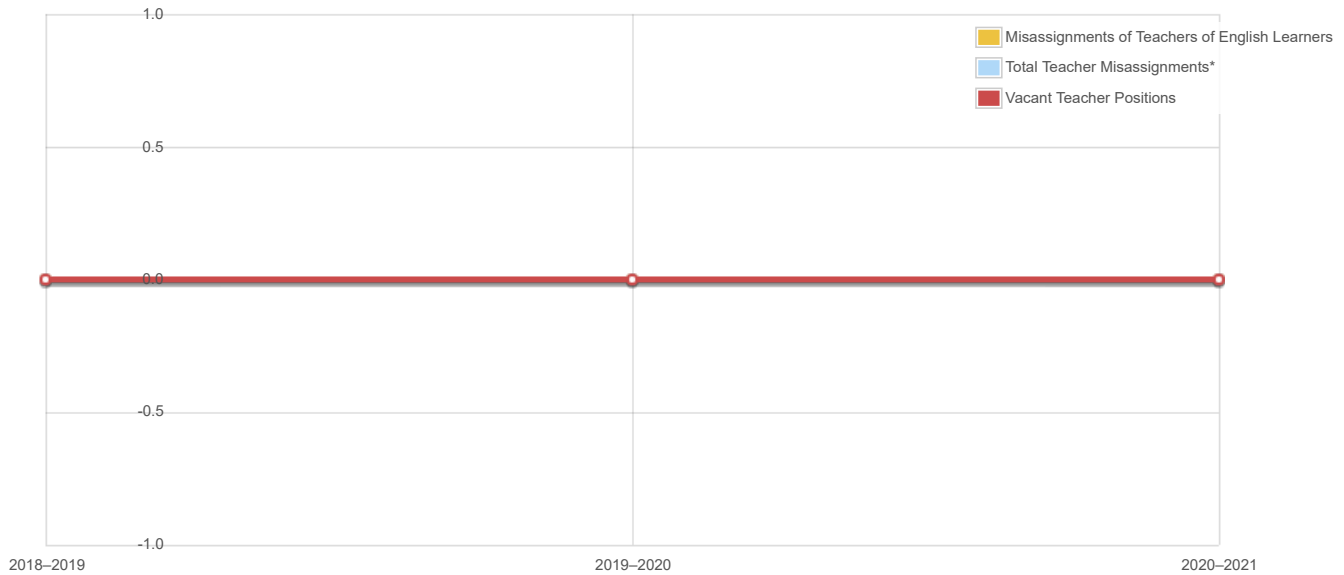
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	4	4	4	35
Without Full Credential	4	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	0	0	0



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Mathematics	Mathematics: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Science	Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
History-Social Science	History Social Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Foreign Language	Foreign Language: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Health	Health: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Visual and Performing Arts	Visual and Performing Arts: Grade 6-12 uses Edgenuity Courseware	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

The school achieved an overall ranking of 90% on the FIT assessment. This indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boyd Hall and Administration- Floor showing wear. Floor repair/replacement is under way. Currently in the design phase.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Boyd Hall- Outside fountains dirty CR8- Faucet "hammering" while running Work orders were created upon completion of inspections. Issues have been resolved.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2020

Overall Rating	Good
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State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students**Grades Three through Eight and Grade Eleven****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	9%	N/A	12%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	5%	N/A	5%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the

2019–2020 school year.

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

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

Last updated: 1/7/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	6	N/A	7	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/7/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

When students enroll at Feather River Academy, part of the intake process is to provide a thorough process where data is gathered through multiple means and assessments to gather as much information as possible when creating an Individual Learning Plan (ILP) for each student. Part of this intake includes a career inventory that helps guide students toward a career path that they are highly interested in pursuing. By combining data gathered through academic assessments, personal surveys, and career inventories, staff works with students and their families to identify strengths and areas for growth. FRA staff, counselors and Administration work with students to set goals and to identify any barriers that may hinder student progress. After identifying these barriers, staff identify resources such as transportation, child care, career guidance, and mentors as well as many other resources to promote success. Students will then be guided towards the appropriate CTE courses that match their interests and goals.

Students at FRA have access to CTE courses through two avenues of study. One avenue is online through our adopted curriculum program; Edgenuity. Edgenuity provides a catalog of highly relevant CTE courses that empower students to explore their interests by engaging with 16 Career Clusters, 11 Career Pathways, and 17 Certification Pathways including multi-year support for high-demand, high-interest careers and job certification readiness.

Students at FRA also have access to ROP/CTE courses available through the Sutter County Superintendent of Schools ROP program that serves the tri-county area of Sutter, Yuba, and Colusa counties. Students are able to participate in pathways that are relevant, high-demand, high-interest careers. Sutter County ROP offers 15 Career Pathways where students are able to engage in high quality courses that empower students and provide opportunity for success after high school. Tri-County ROP provides courses both on site and in the community for students to pursue their career interests. Transportation is provided for students to get to their ROP courses as needed.

ROP/CTE courses in both Edgenuity online and our county ROP program are all standards based, state adopted, and taught by certified instructors.

The CTE advisory committee is made up of many individuals to help provide relevant opportunity for students at FRA.

The committee is made up of the following personnel:

Sutter County ROP Staff: Assistant Superintendent, Eric Pomeroy, Doug Criddle, and Andy Haas

Feather River Academy Principal, John Kovach

Sutter County Superintendent of School Staff: Superintendent Tom Reusser, Assistant Superintendent Brian Gault

Community members, industry representatives and mentors from the tri-county area.

Last updated: 1/11/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/7/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/7/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/7/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parents are encouraged to participate in all aspects of their child’s education. Parents attend the orientation meeting with the principal or school counselor to discuss appropriate placement, status of credits, course of study, and expectations for attendance and behavior. The Principal and staff regularly meet with parents to report on student progress through written and oral communication. Parents are invited to activities on campus including assemblies, breakfasts, graduations, and visits to the classrooms. Parents are strongly encouraged to contact FRA staff to share concerns, ask questions, or conference with teachers.

The FRA’s site council reviews documents and provides input on items such as programs, needs assessments and funding. Diligent efforts are ongoing to form additional parent committees as needed. Due to the highly transient nature of our student population, the formation of parent committees is challenging. Efforts are made to obtain parent input during initial and orientation meetings, and by the principal and staff throughout students’ tenure. During the orientation, parents are encouraged to participate in FRA by identifying times and activities in which they are interested or in which their children show interest.

If parents would like to participate in school activities, please contact John Kovach at 530-822-2400.

Last updated: 1/11/2021

State Priority: Pupil Engagement

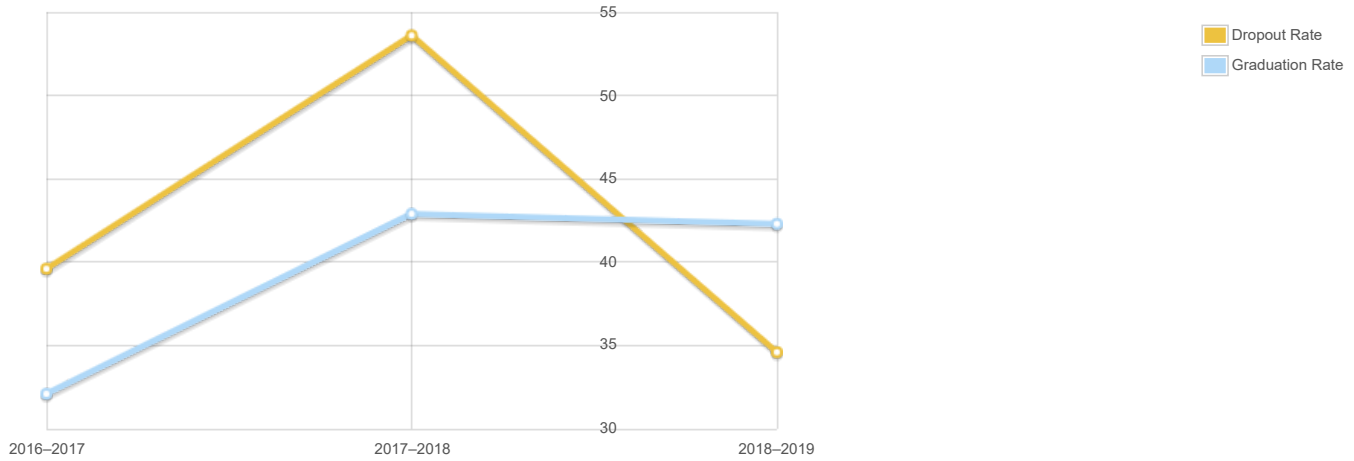
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	39.60%	53.60%	34.60%	35.10%	31.30%	19.60%	9.10%	9.60%	9.00%
Graduation Rate	32.10%	42.90%	42.30%	24.30%	29.20%	32.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/7/2021

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017-2018	14.80%	0.00%
School 2018-2019	15.60%	0.00%
District 2017-2018	16.40%	0.00%
District 2018-2019	3.50%	0.10%

State 2017-2018

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019-2020	19.70%	0.00%
District 2019-2020	--	--

State 2019-2020

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Last updated: 1/7/2021

School Safety Plan (School Year 2020–2021)

The FRA Safety Plan was reviewed and revised in 2020 by a Safety Committee comprised of parents, staff, and administration. The Safe School Plan was presented to the Board of Directors and staff in the spring of 2020.

The purpose of this Plan is to provide a framework for school staff to organize the resources of the school and community to respond to and manage emergency situations while the school is in session. The main objectives of this Plan are to:

1. Protect the life, safety and property of students and staff.
2. Provide Feather River Academy mission specific guidance to personnel relative to emergency preparedness, response, and recovery operations
3. Articulate a Feather River Academy mission statement with regard to emergency preparedness, response and recovery operations.
4. Identify the location and layout of the primary and alternate emergency operations centers (EOC) for Feather River Academy. Additionally, provide locations for pre plan command post locations.
5. Identify the location of critical facilities.
6. Provide for timely business recovery and restoration of services following a disaster or emergency.
7. Facilitate the resumption of normal outdoor school activities in a timely manner

The emergency management teams and procedures outlined in this Plan are consistent with both the STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) developed by the State of California, and the NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) developed by the U.S. Department of Homeland Security. This Plan presents specific standardized procedures to be used in preparing for, and responding to, school emergencies.

Last updated: 1/8/2021

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	5.00	8.00		9.00
Number of Classes * 1-22	7	5		6
Number of Classes * 23-32				
Number of Classes * 33+				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	3.00	4.00		3.00
Number of Classes * 1-22	19	9		16
Number of Classes * 23-32				
Number of Classes * 33+				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	3.00	3.00	3.00	2.00
Number of Classes * 1-22	19	9	13	24
Number of Classes * 23-32				
Number of Classes * 33+				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/7/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	46.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	1.00

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29172.19	\$4306.43	\$24865.76	\$75160.38
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/7/2021

Types of Services Funded (Fiscal Year 2019–2020)

Programs and supports provided by FRA to support and assist students fall under two guidelines: academic support and behavior support.

Academic Supports:

Upon enrollment in FRA, each student is assessed for current skill level in reading, writing, and math. Students also work with admin and school counselors as well as intervention specialist to identify and set goals for the student. Academic assessments administered in the Renaissance learning program, Agent and through teacher assessments provide data. Students participate in academic instruction that is delivered by use of state adopted curriculum in our Edgenuity online curriculum. In addition to English Language Arts and Math, students also receive instruction in social studies, science, social skills, electives courses, CTE courses and intervention programs. In addition to teacher providing a small classroom setting which increases academic support, FRA hired two instructional aides to support all students in academics, planning and goal setting. These instructional aides are integral in providing targeted interventions to all students.

To support the academic program, a variety of technology is utilized in the FRA classroom instructional program, including chromebooks, Internet access, Interactive "SMART" boards, and audio/video outputs. FRA students participate in the same district and state mandated assessments required for all students in Sutter County. Staff participates in professional development to support students in their academics. They participate in professional development for Edgenuity, PLC training, Aeries, GoGuardian, Google classroom and offerings from the Sutter County Superintendent of Schools CIA department.

FRA has also dedicated funding for a full time student attendance and outreach coordinator to increase attendance and improve engagement.

Behavioral Supports:

Students' academic instruction is but a part of their daily learning. Social skills are highlighted throughout the day in whole group, small group, and individual settings. Students' behavioral progress is assessed daily through our PBIS program which is implemented by all staff. For any student who does not progress in meeting expectations through regular classroom support, an individual Behavior Support Plan may be developed and implemented. SSO has hired and designated a full time counseling position and intervention specialist to focus on various social emotional supports, substance abuse intervention programs, counseling and family supports. Staff participates in professional development for PBIS as well as social emotional support programs to provide the best assistance for students and their families.

To promote school safety, the Student Support and Outreach office employs a full-time probation officer from the county juvenile probation program to support students at FRA and across the county.

Last updated: 1/11/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Last updated: 1/11/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Last updated: 1/11/2021

Professional Development

For the 2020-2021 FRA Staff is participating in PLC and PBIS professional Development days. These began in the summer of 2020 and will continue to the end of spring, 2021.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	15

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814



[SARC Home](#) » Pathways Charter Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sal/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

John Kovach, Principal

- Principal, Pathways Charter Academy



About Our School

Welcome to Pathways Charter Academy!

Pathways Charter Academy was established as a new charter and opened its doors in Sutter County in the fall of 2020. Pathways Charter Academy will complement other schools in the region by filling academic and social/emotional/behavioral support “holes” that currently exist. To accomplish our vision and mission, Pathways Charter Academy will provide a comprehensive multi-tiered systems of support approach through a flexible non classroom-based education structure as a foundation for serving students in grades 7-12 for the 20-21 school year. In following years, PCA will expand to include TK-12 and adults, ages 17 and older, who require or prefer an alternative educational setting for success.

Pathways Charter Academy empowers students to take charge of their education and achieve success by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan (ILP). Through this process, students become educated and responsible citizens, critical problem-solvers, self-motivated, competent and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.

The administration and staff have high expectations for our students and strive to give them the opportunity to either return to the comprehensive high school or graduate from FRA. We strive to provide the caring, support and encouragement; but that choice is always theirs.

Principal's Comment

Dear Students, Parents and Friends,

As principal, it is my privilege to be a part of the students, staff, families and community of Pathways Charter Academy. PCA is an alternative education school that services grade seven through twelve within Sutter, Yuba and Colusa counties, and beyond. PCA offers a non-seat based program, standards based curriculum, direct teaching, and counseling for students. Our staff is conscientious, caring and supportive of all student's individual needs and circumstances.

We look forward to the upcoming school year. If we can be of any assistance to your student, please don't hesitate to give us a call, come see us, or send us an e-mail.

Respectfully,
John Kovach, Principal
Pathways Charter Academy

Contact

Pathways Charter Academy
1895 Lassen Blvd.
Yuba City, CA 95993-8987

Phone: 530-822-2401

Email: pca@sutter.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Pathways Charter Academy
Street	1895 Lassen Blvd.
City, State, Zip	Yuba City, Ca, 95993-8987
Phone Number	530-822-2401
Principal	John Kovach, Principal
Email Address	pca@sutter.k12.ca.us
Website	www.sutterpca.org/

**County-District-School
(CDS) Code** 51105120140152

Last updated: 1/8/2021

School Description and Mission Statement (School Year 2020–2021)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS. SECTIONS REFERENCING PRIOR YEARS MAY BE LEFT BLANK OR MARED BY EITHER A "0" OR "N/A".

Description: Pathways Charter Academy is a non-classroom based county community school operated by the Sutter County Office of Education. PCA provides the necessary foundation for students to become self-sufficient and caring adults who lead healthy lifestyles with social and emotional stability, enabling them to live successful lives as productive members of our community and the world. PCA enables students to become self-motivated, competent, and lifelong learners.

Mission: Pathways Charter Academy empowers students to take charge of their education and achieve success by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Students become educated and responsible citizens, critical problem-solvers, self-motivated, competent, and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.

Last updated: 1/8/2021

Student Enrollment by Grade Level (School Year 2019–2020)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Grade Level

Number of Students

State Priority: Basic

Last updated: 1/9/2021

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

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

Teacher Credentials

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential			1	35
Without Full Credential			0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	0

Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Mathematics	Mathematics: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Science	Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
History-Social Science	History Social Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Foreign Language	Foreign Language: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Health	Health: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Visual and Performing Arts	Visual and Performing Arts: Grade 6-12 uses Edgenuity Courseware	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

The school achieved an overall ranking of 97% on the FIT assessment. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/8/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Mens' Restroom- Slight paint peel next to light fixture. Work Order established
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Exemplary
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Last updated: 1/8/2021

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)		N/A		N/A	50%	N/A
Mathematics (grades 3-8 and 11)		N/A		N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

Last updated: 1/8/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

*** STATE DATA HAS NOT LOAD YET***

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/8/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

When students enroll at Pathways Charter Academy, part of the intake process is to provide a thorough process where data is gathered through multiple means and assessments to gather as much information as possible when creating an Individual Learning Plan (ILP) for each student. Part of this intake includes a career inventory that helps guide students toward a career path that they are highly interested in pursuing. By combining data gathered through academic assessments, personal surveys, and career inventories, staff works with students and their families to identify strengths and areas for growth. PCA staff, counselors and Admin work with students to set goals and to identify any barriers that may hinder student progress. After identifying these barriers, staff identify resources such as transportation, child care, career guidance and mentors as well as many other resources to promote success. Students will then be guided towards the appropriate CTE courses that match their interests and goals.

Students at PCA have access to CTE courses through two avenues of study. One avenue is online through our adopted curriculum program; Edgenuity. Edgenuity provides a catalog of highly relevant CTE courses that empower students to explore their interests by engaging with 16 Career Clusters, 11 Career Pathways, and 17 Certification Pathways including multi-year support for high-demand, high-interest careers and job certification readiness.

Students at PCA also have access to ROP/CTE courses available through the Sutter County Superintendent of Schools ROP program that serves the tri-county area of Sutter, Yuba, and Colusa counties. Students are able to participate in pathways that are relevant, high-demand, and high-interest careers. Sutter County ROP offers 15 Career Pathways where students are able to engage in high quality courses that empower students and provide opportunity for success after high school. Tri-County ROP provides courses both on site and in the community for students to pursue their career interests. Transportation is provided for students to get to their ROP courses as needed.

ROP/CTE courses in both Edgenuity online and our county ROP program are all standards based, state adopted, and taught by certified instructors.

The CTE advisory committee is made up of many individuals to help provide relevant opportunity for students at PCA.

The committee is made up of the following personnel:

Sutter County ROP Staff: Assistant Superintendent, Eric Pomeroy, Doug Criddle, and Andy Haas.

Pathways Charter Academy Principal, John Kovach

Sutter County Superintendent of School Staff: Superintendent Tom Reusser, Assistant Superintendent Brian Gault

Community members, industry representatives and mentors from the tri-county area.

Last updated: 1/11/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Measure	CTE Program Participation
---------	---------------------------

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

Last updated: 1/8/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/8/2021

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/8/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parents are encouraged to participate in all aspects of their child's education. Parents attend the orientation meeting with the principal or school counselor to discuss appropriate placement, status of credits, course of study, and expectations for attendance and behavior. The Principal and staff regularly meet with parents to report on student progress through written and oral communication. Parents are invited to activities on campus including assemblies, breakfasts, graduations, and visits to the classrooms. Parents are strongly encouraged to contact PCA staff to share concerns, ask questions, or conference with teachers.

PCA's site council reviews documents and provides input on items such as programs, needs assessments and funding. Diligent efforts are ongoing to form additional parent committees as needed. Due to the highly transient nature of our student population, the formation of parent committees is challenging. Efforts are made to obtain parent input during initial and orientation meetings, and by the principal and staff throughout students' tenure. During the orientation, parents are encouraged to participate in PCA by identifying times and activities in which they are interested or in which their children show interest.

If parents would like to participate in any committees or school activities, please contact John Kovach at 530-822-2400.

Last updated: 1/11/2021

State Priority: Pupil Engagement

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

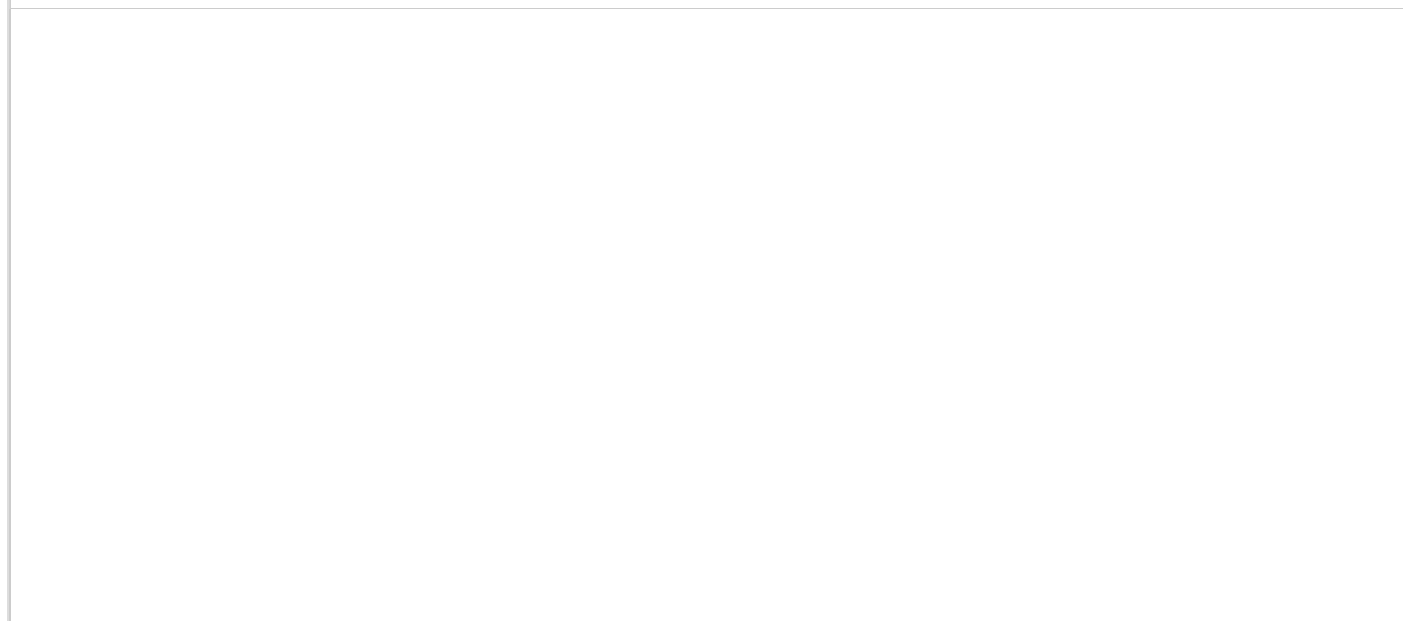
- High school dropout rates; and
- High school graduation rates

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

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	--	19.60%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	24.30%	29.20%	32.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/8/2021

State Priority: School Climate

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

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

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	--	--
School 2018–2019	--	--
District 2017–2018	--	--
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

Because PCA and FRA share the same staff, are at the same address and share similar populations, the PCA Safety Plan is a shared plan between Pathways Charter Academy and Feather River Academy which was reviewed and revised in 2020 by a Safety Committee comprised of parents, staff, and administration. The Safe School Plan was presented to the Board of Directors and staff in the spring of 2020. The plan will be updated and present for PCA in the spring of 2021.

The purpose of this Plan is to provide a framework for school staff to organize the resources of the school and community to respond to and manage emergency situations while the school is in session. The main objectives of this Plan are to:

1. Protect the life, safety and property of students and staff.
2. Provide Pathways Charter Academy mission specific guidance to personnel relative to emergency preparedness, response, and recovery operations
3. Articulate a Pathways Charter Academy mission statement with regard to emergency preparedness, response and recovery operations.
4. Identify the location and layout of the primary and alternate emergency operations centers (EOC) for Pathways Charter Academy. Additionally, provide locations for pre plan command post locations.
5. Identify the location of critical facilities.
6. Provide for timely business recovery and restoration of services following a disaster or emergency.
7. Facilitate the resumption of normal outdoor school activities in a timely manner

The emergency management teams and procedures outlined in this Plan are consistent with both the STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) developed by the State of California, and the NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) developed by the U.S. Department of Homeland Security. This Plan presents specific standardized procedures to be used in preparing for, and responding to, school emergencies.

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32 * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32 * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32

Number of Classes * 33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

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

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

*** NEED DISTRICT DATA ***

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/8/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

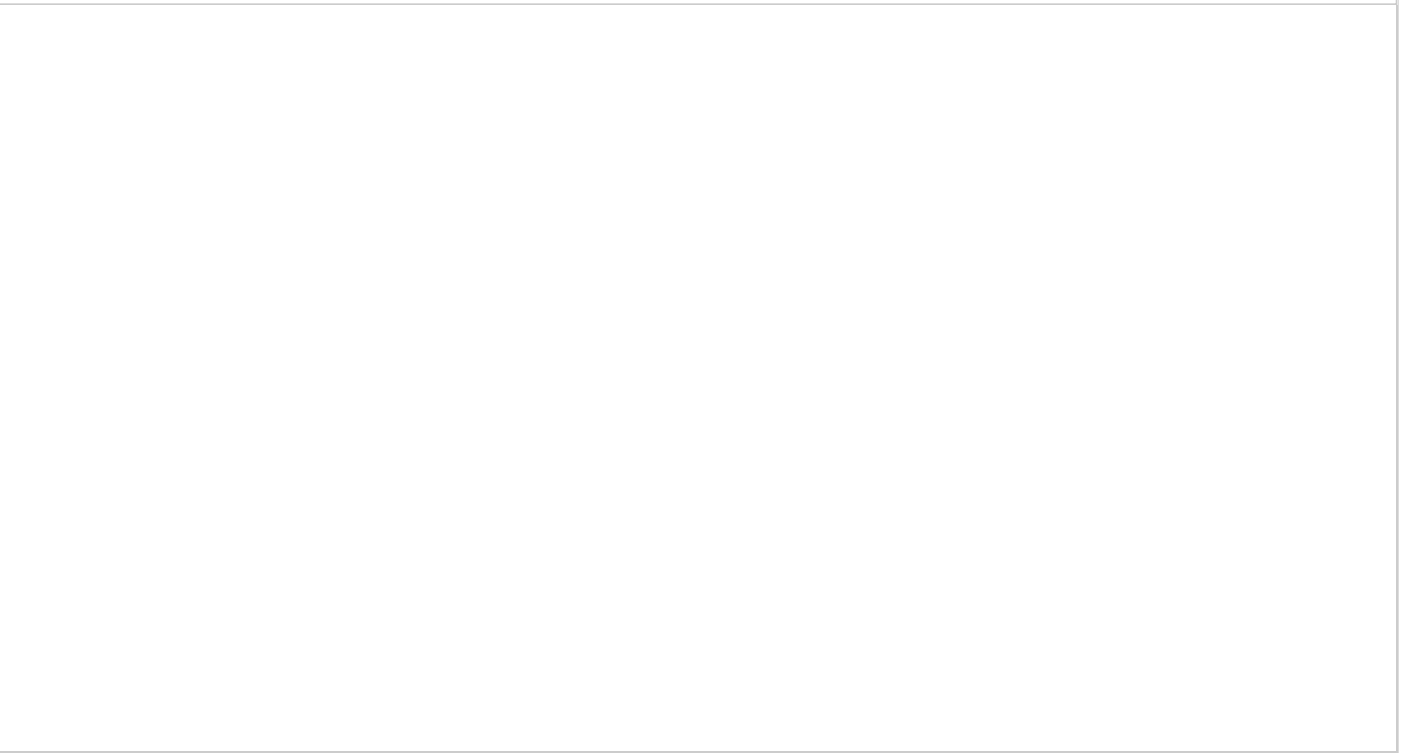
PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

*** NEED DISTRICT & STATE DATA ***

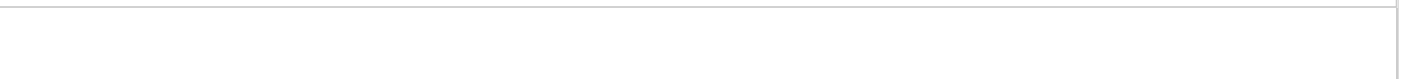
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Percent of Students in AP Courses --

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2021

Professional Development

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement			15

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: January 20, 2021

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Nic Hoogeveen

SUBMITTED BY:

Nic Hoogeveen

PRESENTING TO BOARD:

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for December will be reviewed.

Summary Report of Revenues, Expenditures and Changes in Fund Balance (Unrestricted and Restricted Combined)

December 2020

11/01/20-12/15/20

Description	Account Codes	Original Budget	Operating Budget	Actuals to Date	Projected Yr Totals	Difference (Col D - B)	2020-21 Actuals as a % of Budget
		7/1/20 (A)	10/31/20 (B)	12/15/20 (C)	12/15/20 (D)	(E)	
A. Revenues							
1) Local Control Funding Formula	8010-8099	\$ 9,458,827	\$ 9,944,144	\$ 3,001,419	\$ 9,944,144	-	A 30.2%
2) Federal Revenues	8100-8299	\$ 3,827,177	\$ 6,030,504	\$ 1,863,119	\$ 6,026,332	(4,172)	B 30.9%
3) Other State Revenues	8300-8599	\$ 9,022,003	\$ 12,482,307	\$ 5,575,606	\$ 12,482,307	-	C 44.7%
4) Other Local Revenues	8600-8799	\$ 13,810,295	\$ 9,539,633	\$ 1,159,060	\$ 9,544,633	5,000	D 12.1%
TOTAL REVENUES		\$ 36,118,302	\$ 37,996,588	\$ 11,599,204	\$ 37,997,416	\$ 828	30.5%
B. Expenditures							
1. Certificated Salaries	1000-1999	\$ 9,056,793	\$ 8,667,067	\$ 3,331,767	\$ 8,667,067	-	E 38.4%
2. Classified Salaries	2000-2999	\$ 11,659,568	\$ 10,324,193	\$ 3,713,813	\$ 10,323,368	(825)	F 36.0%
3. Employee Benefits	3000-3999	\$ 8,166,445	\$ 7,957,973	\$ 2,701,765	\$ 7,957,213	(760)	G 34.0%
4. Books and Supplies	4000-4999	\$ 988,575	\$ 1,489,100	\$ 559,970	\$ 1,507,438	18,338	H 37.6%
5. Services, Other Operation	5000-5999	\$ 4,004,070	\$ 6,987,995	\$ 2,037,403	\$ 6,978,359	(9,636)	I 29.2%
6. Capital Outlay	6000-6999	\$ 373,091	\$ 379,203	\$ 47,146	\$ 379,203	-	J 12.4%
7. Other Outgo	7100-7299	\$ 327,141	\$ 349,091	\$ 175,992	\$ 349,091	-	K 50.4%
8. Direct Support/Indirect	7300-7399	\$ (81,100)	\$ (67,376)	\$ (20,099)	\$ (67,376)	-	L 29.8%
9. Debt Service	7400-7499	\$ -	\$ -	\$ -	\$ -	-	M 0.0%
TOTAL EXPENDITURES		\$ 34,494,583	\$ 36,087,246	\$ 12,547,757	\$ 36,094,363	7,117	34.8%
Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B9)							
		\$ 1,623,719	\$ 1,909,342	\$ (948,553)	\$ 1,903,053	\$ (6,289)	-49.8%
D. Other Financing Sources/Uses							
1. Transfers In	8910-8979	\$ 54,785	\$ 20,016	\$ -	\$ 20,016	-	N 0.0%
2. Transfer Out	7610-7629	\$ 824,551	\$ 371,023	\$ -	\$ 371,023	-	O 0.0%
3. Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -	-	P 0.0%
Total, Other Fin Sources/Uses		\$ (769,766)	\$ (351,007)	\$ -	\$ (351,007)	\$ -	0.0%
E. Net Change to Fund Balance							
		\$ 853,953	\$ 1,558,335	\$ (948,553)	\$ 1,552,046	\$ (6,289)	
F. Fund Balance (Fund 01 only)							
1. Beginning Balance		\$ 12,722,779	\$ 13,940,165	\$ 13,940,165	\$ 13,940,165	-	
2. Adjustments/Restatements		\$ -	\$ -	\$ -	\$ -	-	
Ending Balance		\$ 13,576,732	\$ 15,498,500	\$ 12,991,612	\$ 15,492,211	\$ (6,289)	
G. Components of Ending Fund Balance							
Designated Amounts	9711-9730	\$ 10,500	\$ 10,500		\$ 10,500	\$ -	
Legally Restricted	9740-9760	\$ 2,583,328	\$ 2,583,328		\$ 2,583,328	\$ -	
Assigned	9780	\$ 9,216,947	\$ 11,081,759		\$ 11,075,114	\$ -	
Restricted Economic Uncertainty	9789	\$ 1,765,957	\$ 1,822,913		\$ 1,823,269	\$ -	
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -	\$ -	

Explanation of Differences
Net Change in Current Year Budget December Board Report
11/01/2020-12/15/2020

	<u>Amount</u>	<u>Explanation of Differences</u>
A <u>Local Control Funding Formula (8010-8099)</u>	<u>\$ -</u>	
B <u>Federal Revenues (8100-8299)</u>		
Curriculum, Instruction, and Accountability (CIA)	\$ (4,600)	<i>Revising budget for Learning Loss Mitigation Funds</i>
Various departments	\$ 428	<i>Miscellaneous Adjustments</i>
	<u>\$ (4,172)</u>	
C <u>Other State Revenues (8300-8599)</u>	<u>\$ -</u>	
D <u>Other Local Revenues (8600-8799)</u>		
One Stop	\$ 5,000	<i>Adjusting budget for Vocational Nursing Program</i>
	<u>\$ 5,000</u>	
E <u>Certificated Salaries (1000-1999)</u>	<u>\$ -</u>	
F <u>Classified Salaries (2000-2999)</u>		
One Stop	\$ 2,675	<i>Adjusting budget to match actuals</i>
Feather River Academy (FRA)	\$ (3,500)	<i>Adjusting budget to match actuals</i>
	<u>\$ (825)</u>	
G <u>Employee Benefits (3000-3999)</u>		
Feather River Academy (FRA)	\$ (1,035)	<i>Adjusting budget to match actuals</i>
Various departments	\$ 275	<i>Miscellaneous Adjustments</i>
	<u>\$ (760)</u>	
H <u>Books and Supplies (4000-4999)</u>		
One Stop	\$ 5,438	<i>Adjusting budget for Vocational Nursing Program</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 1,645	<i>Adjusting budget to match actuals</i>
Student Support and Outreach (SSO)	\$ 6,501	<i>Re-allocating budget from Services and Other Operations</i>
Feather River Academy (FRA)	\$ 4,754	<i>Adjusting budget to match actuals</i>
	<u>\$ 18,338</u>	
I <u>Services, Other Operations (5000-5999)</u>		
One Stop	\$ 2,907	<i>Adjusting budget for Vocational Nursing Program</i>
Curriculum, Instruction, and Accountability (CIA)	\$ (6,245)	<i>Revising budget for Learning Loss Mitigation Funds</i>
Student Support and Outreach (SSO)	\$ (6,501)	<i>Re-allocating budget to Books and Supplies</i>
Various departments	\$ 203	<i>Miscellaneous Adjustments</i>
	<u>\$ (9,636)</u>	
J <u>Capital Outlay (6000-6999)</u>	<u>\$ -</u>	
K <u>Other Outgo (7100 - 7299)</u>	<u>\$ -</u>	

Explanation of Differences
Net Change in Current Year Budget December Board Report
11/01/2020-12/15/2020

	<u>Amount</u>	<u>Explanation of Differences</u>
L Direct Support / Indirect (7300-7399)	<u>\$ -</u>	
M Debt Services (7400 - 7499) Various departments	<u>\$ -</u>	
N Transfers In (8910-8979)	<u>\$ -</u>	
O Transfers Out (7610-7629)	<u>\$ -</u>	
P Contributions (8980-8999)	<u>\$ -</u>	
 Net Change in Current Year Budget	 <u>\$ (6,289)</u>	

BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: January 20, 2021

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The Investment Statement as of November 30, 2020 from the County Treasurer will be presented.

Steven L. Harrah, CPA

Treasurer-Tax Collector



Christina N. Hernandez

Assistant Treasurer-Tax Collector

December 10, 2020

To: Sutter County Board of Supervisors

Re: Sutter County Investment Portfolio Report for November 30, 2020

Following is the Sutter County Investment Portfolio report as of November 30, 2020. The schedule includes all short-term, mid-term and long-term investments held at the conclusion of business on the final day of the month. The Sutter County Treasurer and Tax Collector is given authority over the pooled investment portfolio through Board delegation pursuant to Government Code §27000.1. Investment activities of the pooled treasury are governed by Government Code §53601 as incorporated in the Sutter County Investment Policy. Investment of the county's, school districts' and special district's surplus funds start with the objective of safety of the principle to minimize possibility losses. Following safety is the liquidity objective to provide coverage of day to day operations and to meet contingency as they arise. The final objective is earning a reasonable return or yield on the funds invested. The Sutter County Investment Policy may be found on the Treasurer's webpage at: https://www.suttercounty.org/assets/pdf/ttc/Investment_Policy_2020.pdf

As Treasurer and Tax Collector, I certify that this document reflects the government agencies' pooled investments and that all investments are in compliance with the County of Sutter Investment Policy.

The combined cash and investments in the county treasury total \$259,569,150 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$244,449,322 with \$53,895,174 under the management of the Local Agency Investment Fund and California Asset Management Program. The Bank of New York, which provides third-party safekeeping services to Sutter County, provides market value data. The dollar-weighted average maturity of invested funds is 1034 days.

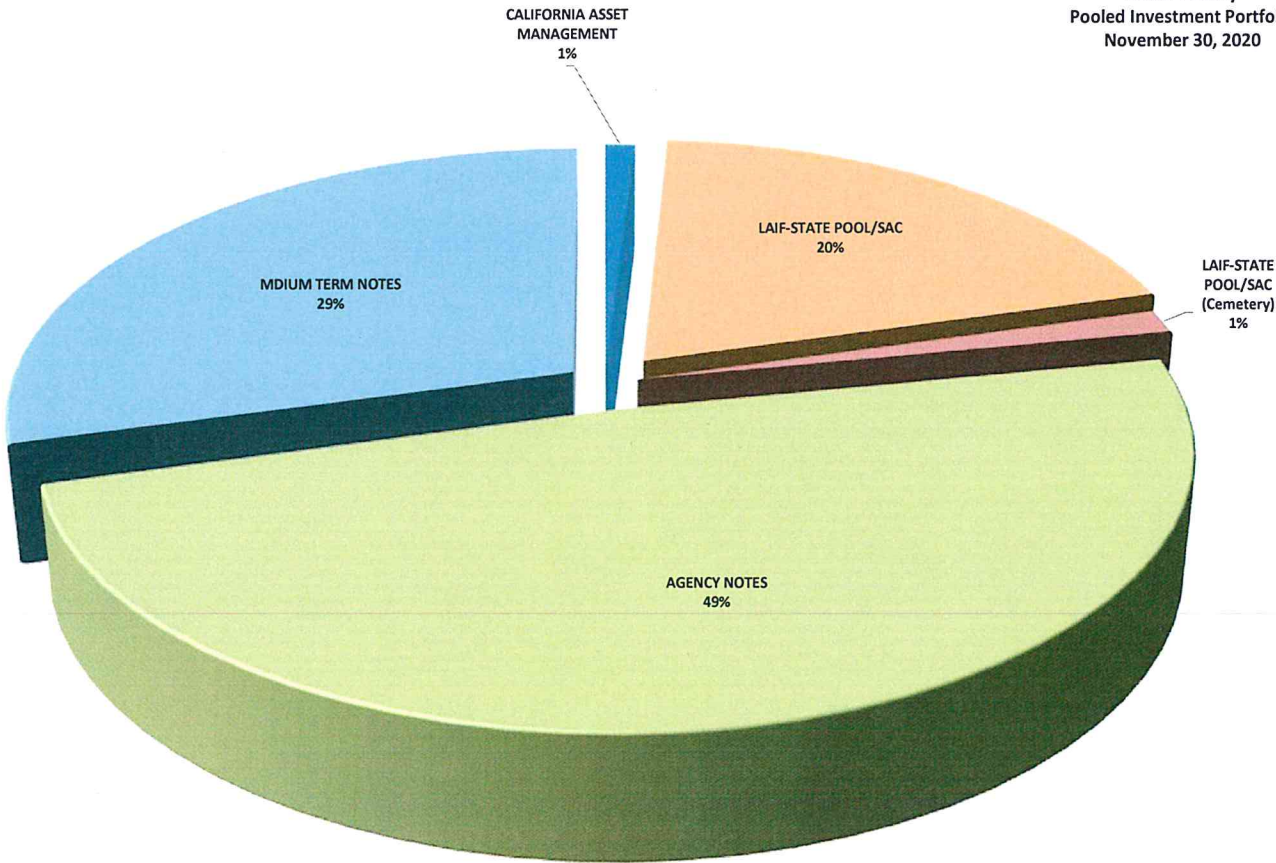
Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular day.

Respectfully submitted,

A blue ink signature of Steven L. Harrah, CPA, written in a cursive style.

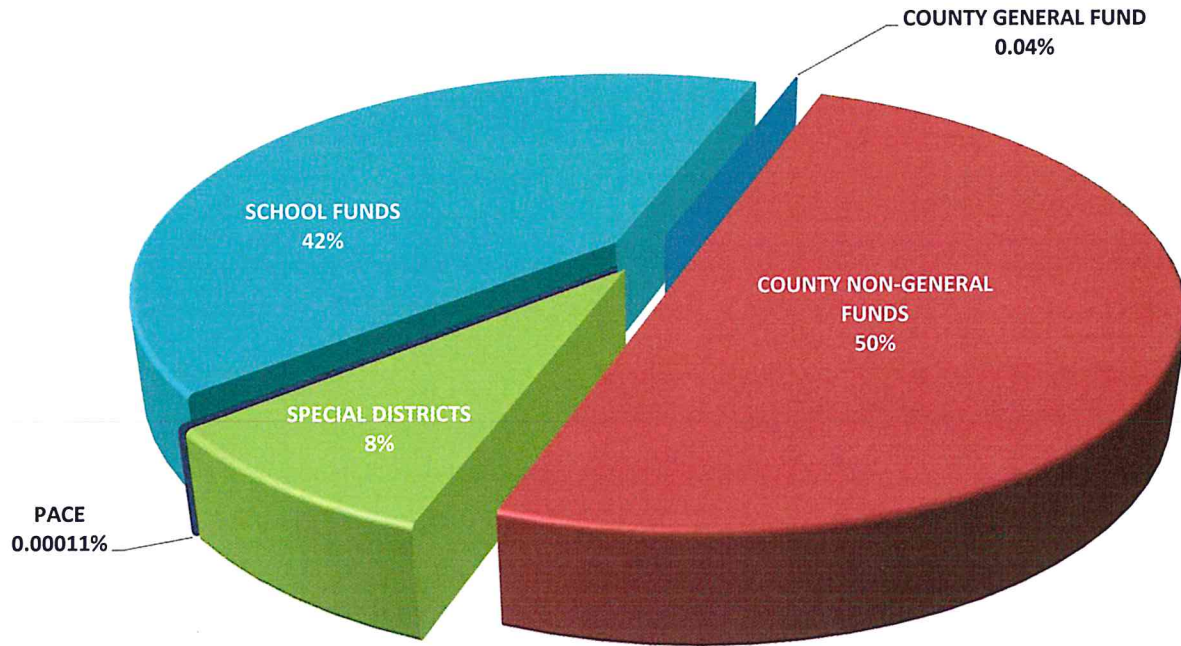
Steven L. Harrah, CPA
Treasurer and Tax Collector

Sutter County
Pooled Investment Portfolio
November 30, 2020



	<u>BOOK VALUE</u>	<u>PERCENTAGE OF MANAGED PORTFOLIO</u>	<u>INVESTED % OF POOLED PORTFOLIO</u>	<u>AVERAGE DAYS TO MATURITY</u>	<u>AVERAGE YIELD</u>
CAMP	\$2,406,049.34	0.98%	1.00%	1	0.14%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	48,123,742.94	19.69%	19.96%	1	0.58%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,365,381.45	1.38%	-	1	0.58%
MEDIUM TERM NOTES	71,445,798.47	29.23%	29.64%	964	1.82%
AGENCY NOTES	119,108,349.74	48.73%	49.41%	1,477	0.83%
TOTAL MANAGED INVESTMENTS	\$244,449,321.94	100.00%		1,205	1.21%
LESS: LAIF FUNDS NOT POOLED	3,365,381.45	1.38%			
TOTAL POOLED INVESTMENTS	\$241,083,940.49	98.62%	100.00%	1,204	1.22%

Sutter County
Pooled Treasury Participants
November 30, 2020



The Pooled Treasury is comprised of 343 separate funds representing the County's General Fund, County Non-General funds, special districts, school districts and funds collected and held for the various PACE programs that are authorized by the City of Yuba City.

At the close of business November 30, 2020 pool participants' cash and investment balances consisted of the following:

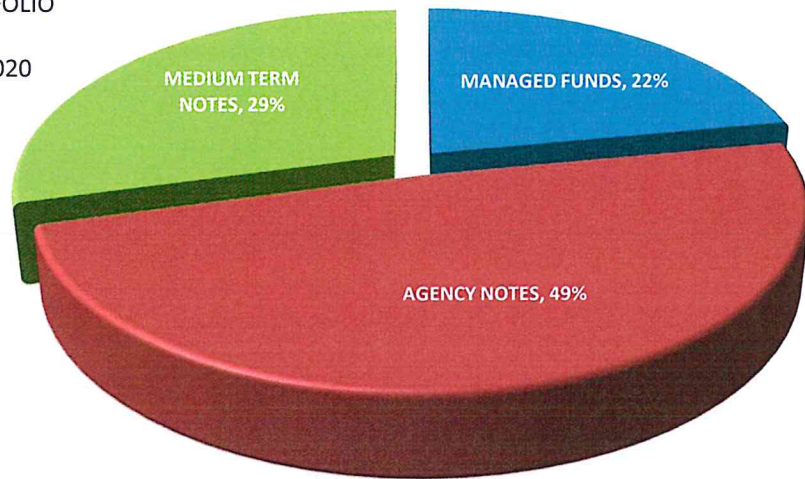
COUNTY GENERAL FUND	0.04%
COUNTY NON-GENERAL FUNDS	49.95.%
SPECIAL DISTRICTS	8.50%
SCHOOL FUNDS	41.50%

The pooled portfolio is comprised of three major classes of assets. At November 30, 2020 agency notes made up 49%, medium term notes represented 29% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 22%.

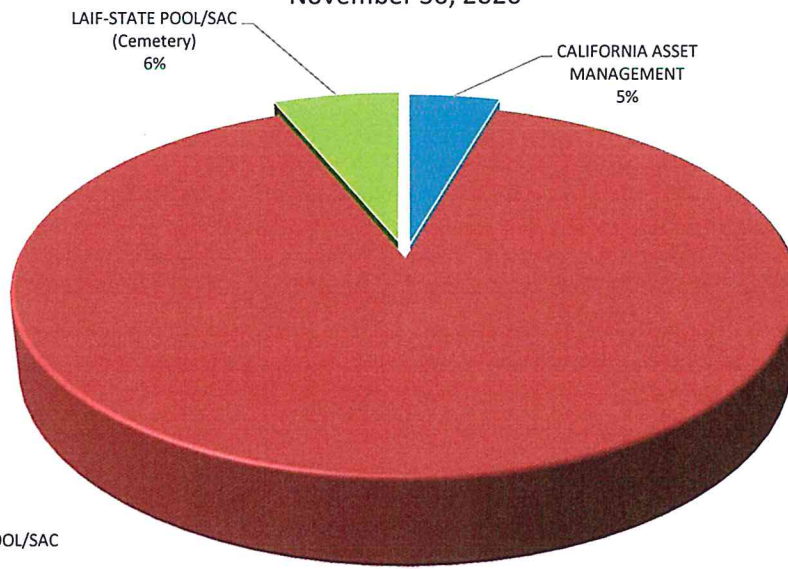
All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)

Within the three major classes of assets the portfolio is further diversified, again, operating within the constraints of California Government Code and the Sutter County Investment Policy. The following charts provide a quick glance of the make-up of each category.

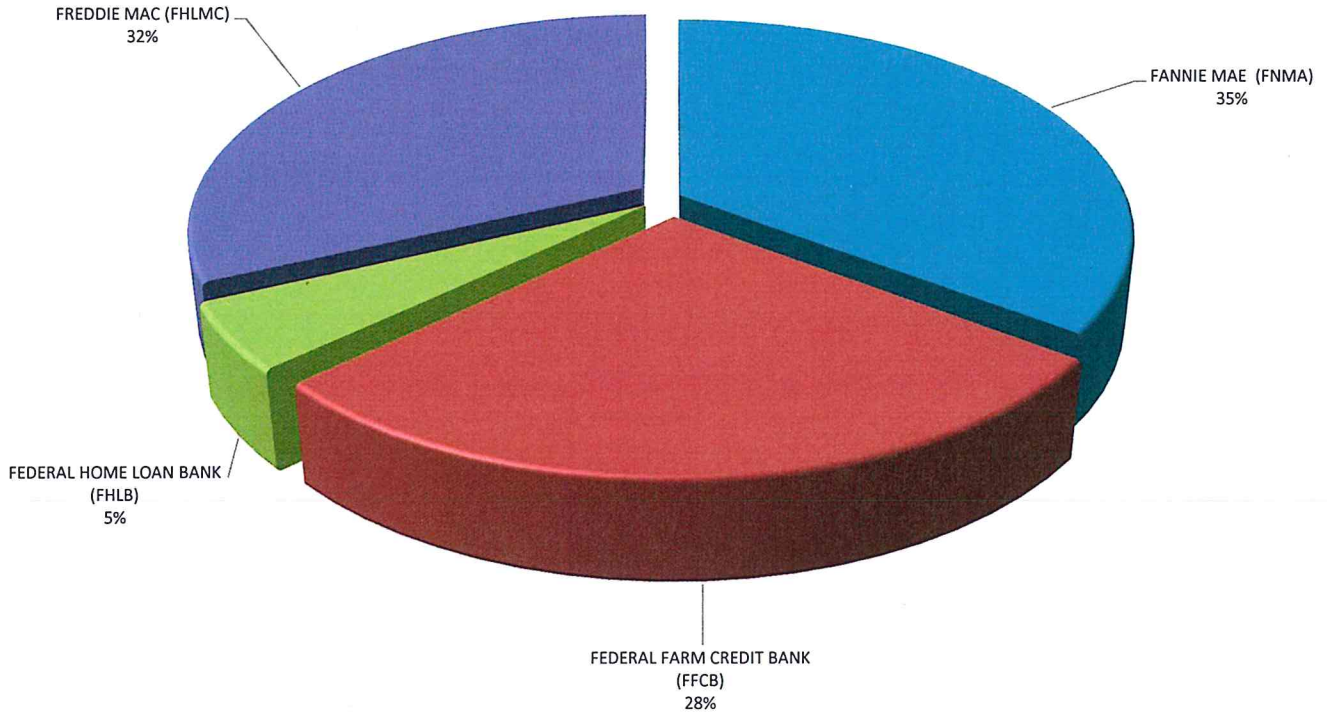
SUTTER COUNTY
INVESTMENT PORTFOLIO
CATAGORIES
NOVEMBER 30, 2020



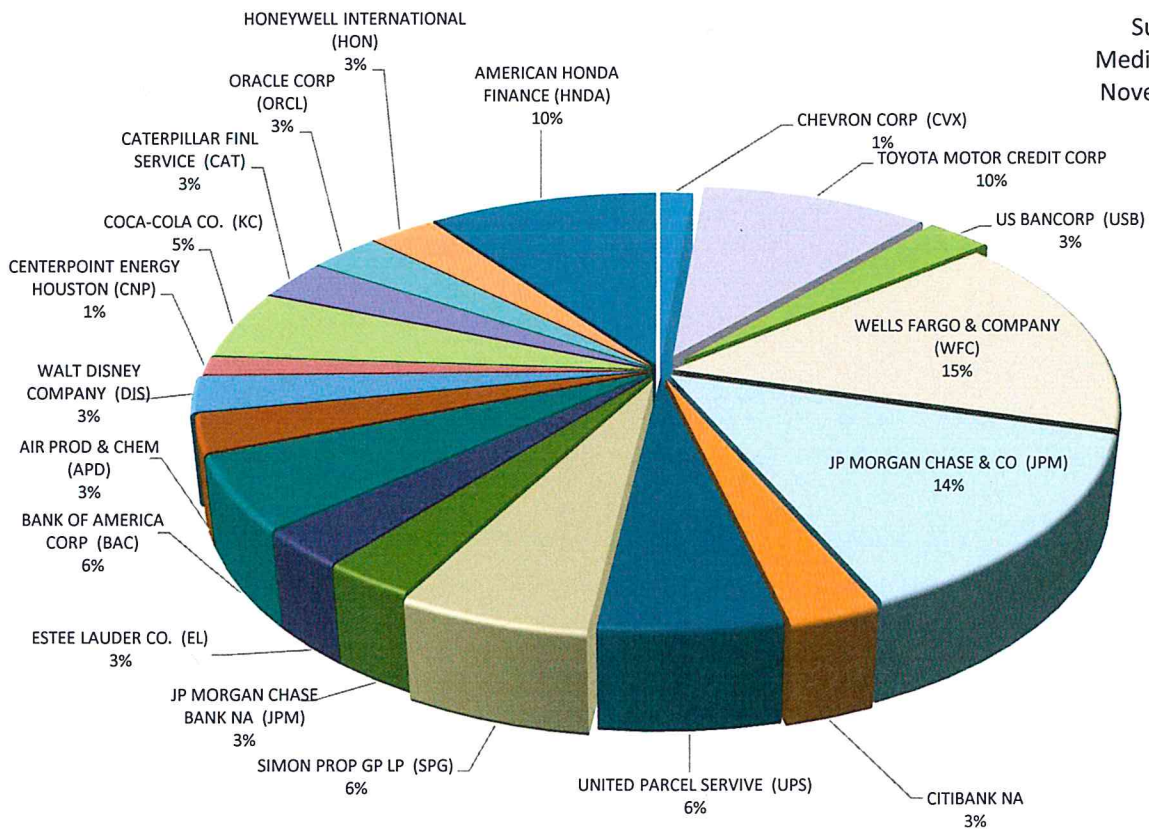
Sutter County
Managed Funds
November 30, 2020



Sutter County
Agency Notes
November 30, 2020

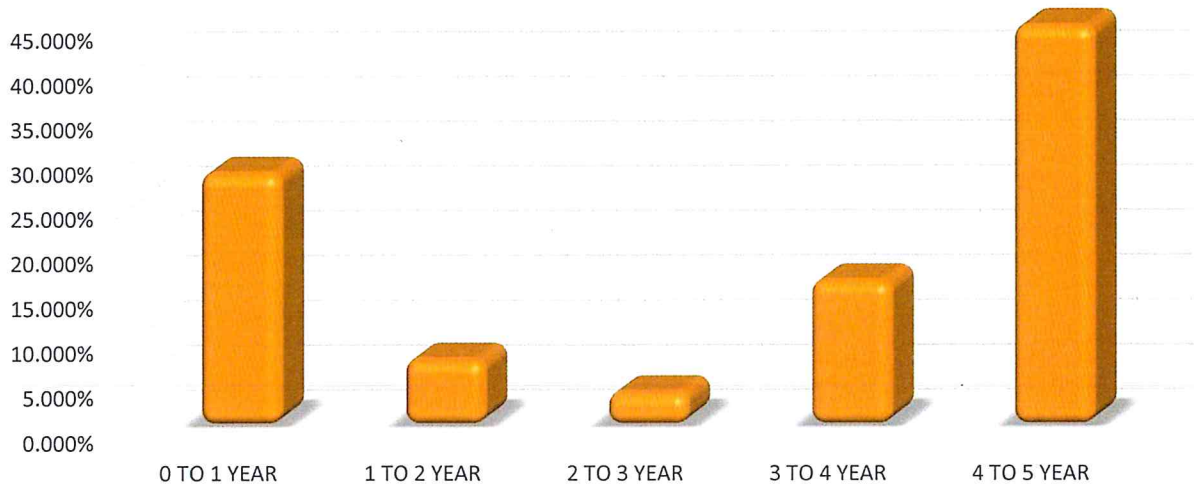


Sutter County
Medium Term Notes
November 30, 2020



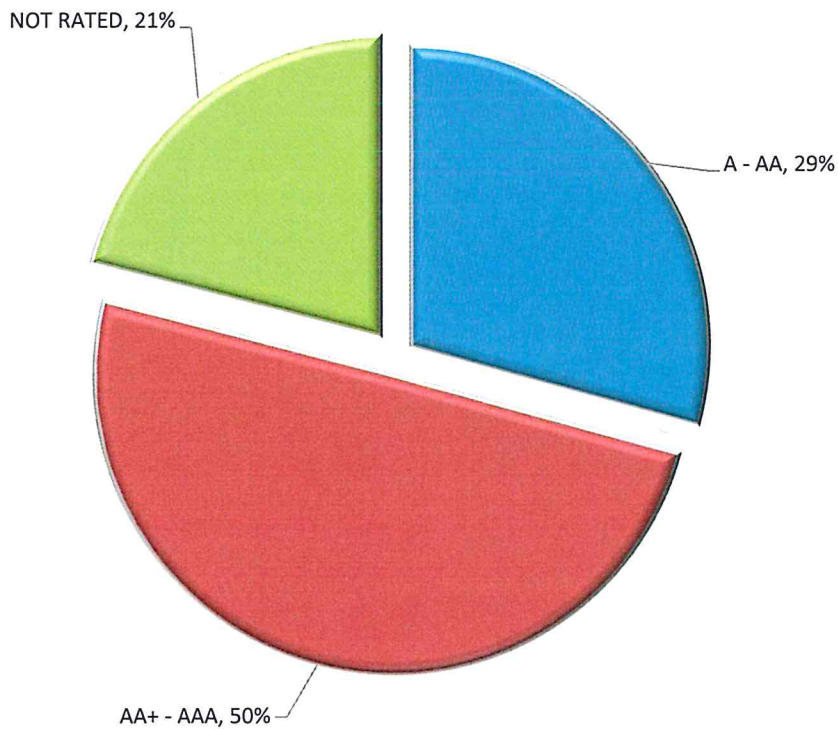
All investments conform to California Government Code §56301 with maturities of no more than five years.

Sutter County Pooled Portfolio Aging November 30, 2020



Investments in the pool must have a category rating of A or better at the time of purchase, as prescribed in the Sutter County Investment Policy, with the exception of LAIF, which is authorized in GC §16429.1-§16429.3.

Sutter County Pooled Portfolio Asset Ratings November 30, 2020



**SUTTER COUNTY
INVESTMENT PORTFOLIO
November 30, 2020**



						DATE	DATE	TOTAL		
TREASURY								DAYS		
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	<u>CURRENT</u>	RATE
MANAGED FUNDS									YIELD	
2020-00A	CALIFORNIA ASSET MANAGEMENT	0	2,406,049.34	2,406,049.34	2,406,049.34	N/A	N/A	N/A	0.14000%	0.14000%
2020-00B	LAIF-STATE POOL/SAC	0	48,123,742.94	48,123,742.94	48,123,742.94	N/A	N/A	N/A	0.57600%	0.57600%
2020-00C	LAIF-STATE POOL/SAC (Cemetery)	0	<u>3,365,381.45</u>	<u>3,365,381.45</u>	<u>3,365,381.45</u>	N/A	N/A	N/A	0.57600%	0.57600%
TOTAL MANAGED FUNDS			53,895,173.73	53,895,173.73	53,895,173.73					
AGENCIES NOTES										
2016-169/172	FEDERAL FARM CREDIT BANK (FFCB)	3133EGL60	3,996,974.32	4,064,160.00	4,000,000.00	11/29/16	11/29/21	1,826	1.73050%	1.76000%
2017-022	FANNIE MAE (FNMA)	3136G4MQ3	2,000,000.00	2,054,100.00	2,000,000.00	03/29/17	03/29/22	1,826	2.11030%	2.17000%
2019-155	FEDERAL FARM CREDIT BANK (FFCB)	3133ELDH4	3,999,263.69	4,001,840.00	4,000,000.00	12/16/19	12/16/22	1,096	1.70780%	1.71000%
2019-161	FEDERAL HOME LOAN BANK (FHLB)	3130AHLR9	4,000,000.00	4,002,600.00	4,000,000.00	12/18/19	12/18/23	1,461	1.84700%	1.85000%
2019-158	FREDDIE MAC (FHLMC)	3134GUD23	3,000,000.00	3,023,610.00	3,000,000.00	12/23/19	12/23/24	1,827	1.78430%	1.80000%
2020-002	FREDDIE MAC (FHLMC)	3134GUQ94	4,000,000.00	4,042,640.00	4,000,000.00	01/10/20	01/10/25	1,827	1.78020%	1.80000%
2020-044	FEDERAL HOME LOAN BANK (FHLB)	3130AJFB0	1,000,000.00	1,001,790.00	1,000,000.00	03/25/20	03/25/24	1,461	1.19800%	1.20000%
2020-045	FEDERAL FARM CREDIT BANK (FFCB)	3133ELUT9	3,125,000.00	3,131,625.00	3,125,000.00	03/26/20	03/26/25	1,826	1.29670%	1.30000%
2020-047	FEDERAL FARM CREDIT BANK (FFCB)	3133ELVA9	2,000,000.00	2,004,560.00	2,000,000.00	04/01/20	04/01/24	1,461	1.19940%	1.20000%
2020-103	FANNIE MAE (FNMA)	3136G4XE8	2,000,000.00	2,000,400.00	2,000,000.00	06/22/20	12/22/23	1,278	0.51990%	0.52000%
2020-108	FEDERAL FARM CREDIT BANK (FFCB)	3133ELN75	4,000,000.00	4,000,000.00	4,000,000.00	06/23/20	12/23/21	548	0.23010%	0.23000%
2020-104	FREDDIE MAC (FHLMC)	3134GVV62	1,000,000.00	1,000,080.00	1,000,000.00	06/30/20	06/30/25	1,826	0.79990%	0.80000%
2020-109	FREDDIE MAC (FHLMC)	3134GV2L1	4,000,000.00	3,983,240.00	4,000,000.00	06/30/20	06/30/25	1,826	0.77420%	0.77000%
2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	998,550.00	1,000,000.00	07/08/20	01/08/25	1,645	0.65930%	0.65000%
2020-123	FANNIE MAE (FNMA)	3136G4ZR7	4,000,000.00	3,995,080.00	4,000,000.00	07/21/20	07/21/25	1,826	0.70300%	0.70000%
2020-126	FREDDIE MAC (FHLMC)	3134GWAR7	4,000,000.00	4,002,680.00	4,000,000.00	07/21/20	07/21/25	1,826	0.74930%	0.75000%
2020-130	FANNIE MAE (FNMA)	3136G4ZA4	3,995,961.63	3,984,920.00	4,000,000.00	07/22/20	07/15/25	1,819	0.60310%	0.60000%
2020-125/135	FEDERAL FARM CREDIT BANK (FFCB)	3133ELX25	7,997,983.41	7,995,040.00	8,000,000.00	07/29/20	01/22/24	1,272	0.47000%	0.47000%
2020-127	FREDDIE MAC (FHLMC)	3134GWDK9	4,000,000.00	4,000,920.00	4,000,000.00	07/29/20	07/29/25	1,826	0.71980%	0.72000%
2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	3,994,480.00	4,000,000.00	07/30/20	07/20/25	1,816	0.65460%	0.65000%
2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	3,985,320.00	4,000,000.00	07/30/20	07/29/25	1,825	0.60380%	0.60000%
2020-140	FANNIE MAE (FNMA)	3136G4G98	2,000,000.00	1,988,160.00	2,000,000.00	08/12/20	08/12/25	1,826	0.56410%	0.56000%
2020-141	FREDDIE MAC (FHLMC)	3134GWKL9	2,000,000.00	1,985,460.00	2,000,000.00	08/12/20	08/12/25	1,826	0.60520%	0.60000%
2020-137	FANNIE MAE (FNMA)	3136G4C43	4,000,000.00	3,994,440.00	4,000,000.00	08/14/20	08/14/25	1,826	0.65450%	0.65000%
2020-149	FANNIE MAE (FNMA)	3136G4H71	1,999,609.42	1,995,540.00	2,000,000.00	08/18/20	08/18/25	1,826	0.50260%	0.50000%
2020-150	FANNIE MAE (FNMA)	3136G4N74	2,000,000.00	1,989,520.00	2,000,000.00	08/21/20	08/21/25	1,826	0.56370%	0.56000%
2020-155	FANNIE MAE (FNMA)	3136G4X32	2,000,000.00	1,990,640.00	2,000,000.00	08/26/20	08/26/25	1,826	0.60370%	0.60000%
2020-159	FEDERAL FARM CREDIT BANK (FFCB)	3133EL4W1	3,996,057.27	3,996,040.00	4,000,000.00	09/04/20	08/25/25	1,816	0.61370%	0.61000%
2020-161	FREDDIE MAC (FHLMC)	3134GWP75	2,000,000.00	1,999,420.00	2,000,000.00	09/23/20	09/23/25	1,826	0.62590%	0.62500%
2020-168	FREDDIE MAC (FHLMC)	3134GWWS1	2,000,000.00	1,995,320.00	2,000,000.00	09/30/20	09/30/25	1,826	0.50180%	0.50000%
2020-169	FEDERAL FARM CREDIT BANK (FFCB)	3133EMBE1	1,999,000.00	1,994,200.00	2,000,000.00	09/30/20	03/28/24	1,275	0.30080%	0.30000%
2020-180	FANNIE MAE (FNMA)	3135G06B4	2,000,000.00	1,998,080.00	2,000,000.00	10/22/20	10/22/25	1,826	0.56110%	0.56000%
2020-179	FREDDIE MAC (FHLMC)	3134GW4Z6	4,000,000.00	3,991,000.00	4,000,000.00	10/27/20	10/27/25	1,826	0.54160%	0.54000%
2020-185	FANNIE MAE (FNMA)	3136G46K4	4,000,000.00	3,999,000.00	4,000,000.00	10/28/20	07/28/25	1,734	0.50070%	0.50000%

**SUTTER COUNTY
INVESTMENT PORTFOLIO
November 30, 2020**



TREASURY						DATE	DATE	TOTAL DAYS	CURRENT		
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	YIELD	RATE	
20190	FANNIE MAE (FNMA)	3136G46N8	4,000,000.00	3,997,600.00	4,000,000.00	11/02/20	10/29/25	1,822	0.60000%	0.60000%	
20196	FEDERAL FARM CREDIT BANK (FFCB)	3133EMGF3	1,998,500.00	1,998,520.00	2,000,000.00	11/16/20	05/16/24	1,277	0.35000%	0.35000%	
20197	FREDDIE MAC (FHLMC)	3134GXCH5	4,000,000.00	4,001,120.00	4,000,000.00	11/25/20	11/25/25	1,826	0.60000%	0.60000%	
20198	FREDDIE MAC (FHLMC)	3134GXCS1	<u>4,000,000.00</u>	<u>4,007,880.00</u>	<u>4,000,000.00</u>	11/25/20	11/25/25	1,826	0.62500%	0.62500%	
TOTAL AGENCY NOTES			119,108,349.74	119,189,575.00	119,125,000.00						
MEDIUM TERM NOTES											
2016-078	WELLS FARGO & COMPANY (WFC)	94986RN31	2,000,000.00	2,000,000.00	2,000,000.00	06/07/16	06/07/21	1,826	1.24990%	1.99888%	
2016-187	US BANCORP (USB)	91159HHL7	2,000,313.55	2,003,040.00	2,000,000.00	12/16/16	01/29/21	1,505	2.34220%	2.35000%	
2017-002	CHEVRON CORP (CVX)	166764BG4	998,938.97	1,006,930.00	1,000,000.00	01/09/17	05/16/21	1,588	2.08290%	2.10000%	
2017-071	WELLS FARGO & COMPANY (WFC)	9500N2L2	2,000,000.00	1,990,100.00	2,000,000.00	06/27/17	06/27/22	1,826	0.93880%	0.93325%	
2017-086	TOYOTA MOTOR CREDIT CORP	89236TEA9	2,000,000.00	1,989,060.00	2,000,000.00	08/03/17	06/26/22	1,788	0.47060%	0.55600%	
2017-149	TOYOTA MOTOR CREDIT CORP	89236TEH4	2,000,000.00	1,999,240.00	2,000,000.00	12/07/17	06/07/21	1,278	2.28580%	2.25000%	
2018-068	TOYOTA MOTOR CREDIT CORP	89236TEX9	1,000,000.00	999,600.00	1,000,000.00	05/22/18	04/26/21	1,070	0.41500%	0.44450%	
2018-151	JP MORGAN CHASE & CO (JPM)	46647PAT3	3,998,078.28	4,010,880.00	4,000,000.00	11/23/18	06/18/22	1,303	0.84070%	1.53270%	
2019-022	CITIBANK NA	17325FAR9	2,003,196.40	2,004,980.00	2,000,000.00	02/15/19	07/23/21	889	0.77690%	0.84000%	
2019-025	WELLS FARGO & COMPANY (WFC)	949746SP7	4,015,559.52	4,005,920.00	4,000,000.00	03/04/19	02/11/22	1,075	1.18010%	1.18250%	
2019-122	UNITED PARCEL SERVICE (UPS)	911312BT2	4,019,104.14	4,243,040.00	4,000,000.00	11/01/19	09/01/24	1,766	2.07640%	2.20000%	
2019-123	SIMON PROP GP LP (SPG)	828807CR6	4,207,850.10	4,331,080.00	4,000,000.00	11/01/19	02/01/24	1,553	3.47520%	3.75000%	
2019-136	JP MORGAN CHASE & CO (JPM)	48128GM49	4,000,000.00	4,015,080.00	4,000,000.00	11/19/19	11/27/24	1,835	2.28870%	2.30000%	
2019-143	ESTEE LAUDER CO. (EL)	29736RAN0	2,004,590.78	2,115,280.00	2,000,000.00	12/10/19	12/01/24	1,818	1.89660%	2.00000%	
2019-144	AIR PROD & CHEM (APD)	009158AV8	2,090,624.19	2,184,880.00	2,000,000.00	12/10/19	07/31/24	1,695	3.06430%	3.35000%	
2019-148	CENTERPOINT ENERGY HOUSTON (CNP)	15189XAP3	1,000,000.00	1,006,410.00	1,000,000.00	12/10/19	06/01/21	539	1.83580%	1.85000%	
2019-150	WALT DISNEY COMPANY (DIS)	254687FK7	1,984,371.97	2,072,320.00	2,000,000.00	12/10/19	08/30/24	1,725	1.68600%	1.75000%	
2019-151	JP MORGAN CHASE BANK NA (JPM)	46632FQV0	2,000,000.00	1,968,800.00	2,000,000.00	12/19/19	06/19/23	1,278	2.08250%	2.05000%	
2019-172	BANK OF AMERICA CORP (BAC)	06048WVF62	3,994,900.33	3,960,840.00	4,000,000.00	01/03/20	12/13/24	1,806	2.27440%	2.25000%	
2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	1,005,280.00	1,000,000.00	04/30/20	04/30/23	1,095	2.12060%	2.15000%	
2020-075	WELLS FARGO & COMPANY (WFC)	95001D6W5	2,000,000.00	2,020,920.00	2,000,000.00	04/30/20	04/30/25	1,826	2.48530%	2.50000%	
2020-078	COCA-COLA CO. (KC)	191216CN8	3,719,173.76	3,774,820.51	3,431,000.00	05/01/20	03/25/25	1,789	2.68410%	2.95000%	
2020-079	TOYOTA MOTOR CREDIT CORP	89236TDK8	2,052,526.56	2,102,440.00	2,000,000.00	05/01/20	10/18/23	1,265	2.14200%	2.25000%	
2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,153,312.53	2,191,360.00	2,000,000.00	05/01/20	06/09/24	1,500	3.02050%	3.30000%	
2020-093	ORACLE CORP (ORCL)	68389XBT1	2,129,303.16	2,145,060.00	2,000,000.00	06/01/20	04/01/25	1,765	2.33710%	2.50000%	
2020-096	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,044,069.99	2,063,760.00	2,000,000.00	06/04/20	06/01/25	1,823	1.31490%	1.35000%	
2020-153	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,994,020.00	2,000,000.00	08/28/20	08/28/25	1,826	0.75310%	0.75000%	
2020-166/176	AMERICAN HONDA FINANCE (HNDA)	02665WDN8	<u>7,029,884.24</u>	<u>7,063,980.00</u>	<u>7,000,000.00</u>	09/24/20	09/10/25	1,812	<u>0.99720%</u>	<u>1.00000%</u>	
TOTAL MEDIUM TERM NOTS			<u>71,445,798.47</u>	<u>72,269,120.51</u>	<u>70,431,000.00</u>				AVERAGE	<u>1.21544%</u>	<u>1.26464%</u>
TOTAL INVESTED POOL PORTFOLIO			<u>244,449,321.94</u>	<u>245,353,869.24</u>	<u>243,451,173.73</u>						

Transactions
For the Month ended

November 30, 2020

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received
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MANAGED FUNDS

20191	STMT	11/2/2020	CAMP	CAMP DIVIDEND	0.1900%	225.26			225.26
20192	1619515	11/3/2020	LAIF	LAIF	0.6200%		3,000,000.00		
20193	1619662	11/5/2020	LAIF	LAIF	0.6200%		3,000,000.00		
20194	1619897	11/10/2020	LAIF	LAIF	0.6200%	4,000,000.00			
20195	1659945	11/13/2020	LAIF	CEMETERY LAIF	0.6200%	80,000.00			
20199	1620401	11/18/2020	LAIF	LAIF	0.6200%	4,000,000.00			
20200	3193427	11/18/2020	CAMP	CAMP	0.2700%	2,000,000.00			
20202	1620496	11/19/2020	LAIF	LAIF	0.6200%	2,000,000.00			
20203	1620759	11/24/2020	LAIF	LAIF	0.6200%	10,000,000.00			
20205	1620980	11/30/2020	LAIF	LAIF	0.6200%		10,000,000.00		
20206	3200411	11/30/2020	CAMP	CAMP	0.2700%		1,000,000.00		
						<u>22,080,225.26</u>	<u>17,000,000.00</u>		<u>225.26</u>

PURCHASES/SALES/CALLS/MATURITIES

20190	3136G46N8	11/2/2020	PIPER SANDLER	FANNIE MAE (FNMA)	0.6000%	4,000,000.00			
20196	3133EMGF3	11/16/2020	FHN	FEDERAL FARM CREDIT BANK (FFCB)	0.3500%	1,998,500.00			
20197	3134GXCH5	11/25/2020	VINING SPARKS	FREDDIE MAC (FHLMC)	0.6000%	4,000,000.00			
20198	3134GXCS1	11/25/2020	PIPER SANDLER	FREDDIE MAC (FHLMC)	0.6250%	4,000,000.00			
2019-132	46632FQP3	11/18/2020	CALL	JP MORGAN CHASE	2.1000%		2,000,000.00		21,000.00
2020-107	3133ELN67	11/25/2020	CALL	FEDERAL FARM CREDIT BANK (FFCB)	0.2100%		4,000,000.00		3,546.66
						<u>13,998,500.00</u>	<u>6,000,000.00</u>	<u>0.00</u>	<u>24,546.66</u>

COUPONS

2019-025	949746SPT7	11/12/2020		WELLS FARGO & CO (WFC)	1.1825%				12,219.17
2017-002	166764BG4	11/16/2020		CHEVRON CORP	2.1000%				10,500.00
2019-136	48125GM49	11/27/2020		JP MORGAN CHASE (JPM)	2.3000%				46,000.00
2016-169/172	3133EGL60	11/30/2020		FEDERAL FARM CREDIT BANK (FFCB)	1.7600%				35,200.00
									<u>103,919.17</u>
									<u>128,691.09</u>

Total portfolio activity	<u>36,078,725.26</u>	<u>23,000,000.00</u>	<u>0.00</u>
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Reconciliation

Total Change due to activity		13,078,725.26
Portfolio balance	October 31, 2020	<u>231,370,596.68</u>
Total Pool Portfolio	November 30, 2020	<u>244,449,321.94</u>

BOARD AGENDA ITEM: Quarterly Report of Surplus Property

BOARD MEETING DATE: January 20, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Lindsay Linker

Reports/Presentation

SUBMITTED BY:

Information

Ron Sherrod

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

In accordance with Board Policy 3270, the County Superintendent of Schools prepares and presents a quarterly report to the Board of items under \$25,000 in value that are being declared surplus.

**SUTTER COUNTY SUPERINTENDENT OF SCHOOLS
SURPLUS REQUEST FORM**

DATE: 12/3/2020

PREPARED BY: Lindsay Linker

TURNED IN TO DIRECTOR OF INT. BUS.: 12/3/2020

E-WASTE PICK UP DATE:

MLC

Reviewed by Asst Superintendent: *12-9-2020 RL*

Reviewed by Cabinet: *JR 1-6-2021*

Reviewed by Board:

Deliver to Director FMOF:

ASSET TAG	DEPT	DESCRIPTON	* SERIAL #	* MFR	* MODEL	** CONDITION	Purchase Date or Age	EST.VALUE	NOTES
000683	One Stop	Camera	3761882		Nikon E5400 Camera	Obsolete			
002660	Special Ed.	Laptop - HP	4CZ1251ZYK	Hewlett-Packard	Probook 6560b	Obsolete	11/15/2011		
002663	Technology	Laptop - HP	4CZ1340DMC	Hewlett-Packard	Probook 6560b	Obsolete	10/13/2011		
002703	HR	Desktop Computer - HP	MXL1382F81	Hewlett-Packard	Compaq 8100 Elite (ORIENTATIO	Obsolete	10/18/2011		
002710	Special Ed.	Tablet - Apple	DN6GG9RRDGHY	Apple Computer Inc.	IPAD 32GB A1395	Obsolete	10/25/2011		
002719	Special Ed.	Desktop Computer - HP	MXL11522YS	Hewlett-Packard	Compaq 8100 Elite	Obsolete	06/14/2011		
002740	Technology	Laptop - HP	CNU21003YH	Hewlett-Packard	ProBook 4530s	Obsolete	05/01/2012		
002831	Adult Ed	Desktop Computer - Dell	36CWVY1	Dell	Optiplex 7010 (RM:2)	Obsolete	12/06/2012		
002837	One Stop	Desktop Computer - Dell	6Y3BQW1	Dell	Optiplex 3010	Obsolete	01/31/2013		
002839	One Stop	Laptop - HP	CNU3029VL7	Hewlett-Packard	Probook 6470b	Obsolete	01/29/2013		
002852	Special Ed.	Desktop Computer - HP	MXL31101BQ	Hewlett-Packard	Compaq 8300 Elite	Obsolete	04/21/2013		
002853	Special Ed.	Laptop - HP	5CB311087B	Hewlett-Packard	Probook 6570b	Obsolete	03/26/2013		
002855	Technology	Laptop - HP	5CB311082H	Hewlett-Packard	Probook 6570b	Obsolete	03/26/2013		
002862	Special Ed.	Desktop Computer - HP	MXL3151L29	Hewlett-Packard	Compaq 8300 Elite	Obsolete	05/07/2013		
002863	Business Internal	Desktop Computer - HP	MXL3151L28	Hewlett-Packard	Compaq 8300 Elite	Obsolete	05/07/2013		
002864	Business Internal	Desktop Computer - HP	MXL31851L1Y	Hewlett-Packard	Compaq 8300 Elite	Obsolete	05/07/2013		
002866	Special Ed.	Desktop Computer - HP	MXL3180N3G	Hewlett-Packard	Compaq 8300 Elite (BROWNS SC	Obsolete	06/11/2013		
002867	One Stop	Desktop Computer - Dell	4CPKFX1	Dell	Optiplex 7010	Obsolete	06/04/2013		
002877	Infant Prog	Laptop - HP	5CB3180TLV	Hewlett-Packard	HP6570B (ANNEX #2)	Obsolete			
002886	Adult Ed	Desktop Computer - Dell			Optiplex 9010	Obsolete			
002887	Adult Ed	Desktop Computer - Dell			Optiplex 9010	Obsolete			
002888	Adult Ed	Desktop Computer - Dell			Optiplex 9010	Obsolete			
002889	Adult Ed	Desktop Computer - Dell			Optiplex 9010	Obsolete			
002905	Special Ed.	Laptop - HP	5CB34301C2	Hewlett-Packard	ProBook 6570b	Obsolete	12/31/2013		
002959	Special Ed.	Desktop Computer - Dell	3SQGZC2	Dell	OptiPlex 7040	Obsolete	06/16/2016		
002968	Special Ed.	Desktop Computer - Dell	G0QTHB2	Dell	OptiPlex 7040 SFF	Obsolete	07/12/2016		
002978	Special Ed.	Laptop - Dell	JLX6LC2	Dell	Latitude E5550/5550 CTO	Obsolete	07/12/2016		
002979	Technology	Laptop - Dell	3650KC2	Dell	Latitude E5550/5550 CTO	Obsolete	07/29/2016		
003357	Special Ed.	Tablet - Apple	DLXFQ4HQDFHY	Apple Computer Inc.	IPAD 32GB A1395	Obsolete	06/09/2011		
003429	Special Ed.	Response Receiver	100473	Smart	SRP-LE-12 Elementary	Obsolete	05/26/2011		
003431	Special Ed.	Response Receiver	91483	Smart	SRP-LE-12 Elementary (BV RM:K	Obsolete	05/26/2011		
003433	Special Ed.	Response Receiver	A087450	Smart	SRP-LE-12 Elementary (AK RM:2	Obsolete			
003434	Special Ed.	Response Receiver	110259	Smart	SRP-PE-24 Secondary	Obsolete	05/26/2011		
003436	Special Ed.	Response Receiver	100465	Smart	SRP-LE-12 Elementary	Obsolete	05/26/2011		
003437	Special Ed.	Response Receiver	100475	Smart	SRP-LE-12 Elementary	Obsolete	05/26/2011		
003438	Special Ed.	Response Receiver	100461	Smart	SRP-LE-12 Elementary	Obsolete	05/26/2011		
003440	Special Ed.	Response Receiver	A087414	Smart	SRP-LE-12 Elementary (YCHS R	Obsolete	05/26/2011		
003441	Special Ed.	Response Receiver	A087387	Smart	SRP-LE-12 Elementary	Obsolete	05/26/2011		
003442	Special Ed.	Response Receiver	A087432	Smart	SRP-LE-12 Elementary	Obsolete	05/26/2011		
003444	Special Ed.	Response Receiver	100468	Smart	SRP-LE-12 Elementary	Obsolete	05/26/2011		

003445	Special Ed.	Response Receiver	110244	Smart	SRP-PE-24 Secondary	Obsolete	05/26/2011		
003467		Response Receiver	CTLSRPXE24	Smart	SRP-XE-24	Obsolete	05/24/2012		
003468	Special Ed.	Response Receiver	133257	Smart	SRP-PE-24 Secondary	Obsolete	12/22/2011		
003497	One Stop	Desktop Computer - Dell	CTD0QS1	Dell	Optiplex 790	Obsolete	06/07/2012		
003502	FRA	Desktop Computer - Dell	CTB1QS1	Dell	Optiplex 790	Obsolete	06/07/2012		
003530	Special Ed.	Copier/Printer	GNG64334	Canon	Canon C5030	Obsolete	07/12/2012		
003594	Payroll	Desktop Computer - HP	MXL4032M52	Hewlett-Packard	Compaq Elite 8300	Obsolete			
003605	Business External	Desktop Computer - Dell	HQ50DZ1	Dell	OptiPlex 9020	Obsolete	02/27/2014		
003611	Special Ed.	Laptop - Dell	68N7VY1	Dell	Latitude E5540	Obsolete	02/18/2014		
003614	One Stop	Desktop Computer - Dell	HQ9ZCZ1	Dell	Optiplex 9020	Obsolete	02/11/2014		
003647	Business Internal	Desktop Computer - Dell	QTQWN02	Dell	Optiplex 9020	Obsolete	04/15/2014		
003653	SELPA	Desktop Computer - Dell	FL1SN02	Dell	Optiplex 9020	Obsolete	04/15/2014		
003656	SMAA	Desktop Computer - Dell	470HL02	Dell	Optiplex 9020	Obsolete	04/29/2014		
003674	HR	Desktop Computer - Dell	5X3MQ02	Dell	Optiplex 9020	Obsolete	05/22/2014		
003678	Technology	Laptop - Dell	6MPN4R1	Dell	Latitude E6420	Obsolete	05/01/2014		
003679	Technology	Laptop - Dell	F3N22Q1	Dell	Latitude E6420	Obsolete	05/01/2014		
003709	Technology	Laptop - Dell	GR4KH12	Dell	Latitude E5540	Obsolete	08/04/2014		
003723	Business Internal	Tablet - Misc	017001543653		Microsoft Surface Pro 3 Model #1	Obsolete	09/16/2014		
003740	Business External	Desktop Computer - Dell	C97PDZ1	Dell	OptiPlex 9020	Obsolete	07/01/2014		
003746	FRA	Laptop - Dell	B7J5N12	Dell	Latitude E5540 (PPN)	Obsolete	12/18/2014		
003748	Technology	Laptop - Dell	FNK5N12	Dell	Latitude E5540	Obsolete	12/18/2014		
003754	Special Ed.	Laptop - Dell	57K5N12	Dell	Latitude E5540	Obsolete	12/18/2014		
003778	FRA	Desktop Computer - Dell	6T6LS22	Dell	Latitude 9020	Obsolete	12/17/2014		
003781	Technology	Laptop - Dell	BLNL5Q1	Dell	Latitude E6420	Obsolete	01/13/2015		
003804	Special Ed.	Desktop Computer - Dell	5BRS1R1	Dell	OptiPlex 990 (BV RM:PSC3)	Obsolete	01/21/2015		
003806	Special Ed.	Desktop Computer - Dell	15F8WR1	Dell	OptiPlex 990	Obsolete	01/21/2015		
003807	Special Ed.	Desktop Computer - Dell	5Z5T1R1	Dell	OptiPlex 990	Obsolete	01/21/2015		
003821	Special Ed.	Desktop Computer - Dell	JKYMZQ1	Dell	OptiPlex 990 (AK RM:29)	Obsolete	01/21/2015		
003822	Special Ed.	Desktop Computer - Dell	19L9WR1	Dell	OptiPlex 990	Obsolete	01/21/2015		
003829	Special Ed.	Desktop Computer - Dell	3H8JYR1	Dell	OptiPlex 990	Obsolete	01/21/2015		
003847	One Stop	Desktop Computer - Dell	DG0JR22	Dell	OptiPlex 9020	Obsolete	01/22/2015		
003878	HR	Desktop Computer - Dell	FSC3C42	Dell	OptiPlex 9020	Obsolete	03/24/2015		
003879	Payroll	Desktop Computer - Dell	FSDXB42	Dell	OptiPlex 9020	Obsolete	03/27/2015		
003887	Business Internal	Desktop Computer - Dell		Dell	Dell Computer: Optiplex 9020	Obsolete	05/01/2015		
003932	One Stop	Laptop - Dell	7NN22Q1	Dell	Latitude E6420	Obsolete	08/06/2015		
003947	HR	Desktop Computer - Dell	1ZK1C62	Dell	OptiPlex 9020	Obsolete	08/18/2015		
003959	Payroll	Desktop Computer - Dell	8WVWV52	Dell	OptiPlex 9020	Obsolete	09/23/2015		
003973	Special Ed.	Laptop - Microsoft	113346354853	Microsoft	Surface Pro 4	Obsolete	11/23/2015		
003977	FRA	Desktop Computer - Dell	2w1zw72	Dell	Optiplex 9020	Obsolete	02/01/2016		
004424	One Stop	Desktop Computer - Dell	67RYBP1	Dell	OptiPlex 755	Obsolete	07/22/2008		
004432	Adult Ed	Desktop Computer - Dell	8QGGFQ1	Dell	Optiplex 780	Obsolete	05/12/2011		
004433	Adult Ed	Desktop Computer - Dell	8QFJFQ1	Dell	Optiplex 780	Obsolete	05/12/2011		
004434	Adult Ed	Desktop Computer - Dell	DSBZfq1	Dell	Optiplex 780	Obsolete	05/19/2011		
004438	Adult Ed	Desktop Computer - Dell	CKGPHS1	Dell	Optiplex 790	Obsolete	02/07/2012		
004439	Adult Ed	Desktop Computer - Dell	CKGQHS1	Dell	Optiplex 790	Obsolete	02/07/2012		
004440	Adult Ed	Desktop Computer - Dell	CKGMHS1	Dell	Optiplex 790	Obsolete	02/07/2012		
004441	Adult Ed	Desktop Computer - Dell	CKFTHS1	Dell	Optiplex 790	Obsolete	02/07/2012		
004442	Adult Ed	Desktop Computer - Dell	CKGNHS1	Dell	Optiplex 790	Obsolete	02/07/2012		
004454	Special Ed.	Tablet - Misc	035556453253		Microsoft Surface Pro 3	Obsolete	07/15/2015		
004464	Business External	Desktop Computer - Dell	576CMF2	Dell	OptiPlex 7040 SFF	Obsolete	12/15/2016		
004487	Adult Ed	Laptop - Dell	8X2RXF2	Dell	Latitude E5570	Obsolete	02/24/2017		
004527	One Stop	Laptop - Dell	3RL0Z52	Dell	Latitude E5250	Obsolete	04/07/2017		

004529	One Stop	Laptop - Dell	9CL0Z52	Dell	Latitude E5250	Obsolete	04/07/2017		
004531	One Stop	Laptop - Dell	2MVYY52	Dell	Latitude E5250	Obsolete	04/07/2017		
004606	Technology	Laptop - Dell	6LB62H2	Dell	Dell Latitude E5570	Obsolete	04/26/2017		
004670	Business Internal	Desktop Computer - Dell	1BK5XK2	Dell	OptiPlex 7040	Obsolete	08/21/2017		
004679	Adult Ed	Desktop Computer - Dell	39TKY12	Dell	Optiplex 9020	Obsolete	09/29/2017		
004706	Special Ed.	Desktop Computer - Dell	GMHXS1	Dell	Optiplex 7010	Obsolete	07/28/2017		
004710	Special Ed.	Desktop Computer - Dell	1S82XX1	Dell	Optiplex 7010	Obsolete	07/28/2017		
004713	Special Ed.	Desktop Computer - Dell	8PKYXX1	Dell	Optiplex 7010	Obsolete	07/28/2017		
004715	Special Ed.	Desktop Computer - Dell	GKKXSW1	Dell	Optiplex 7010	Obsolete	07/28/2017		
005075	Special Ed.	Chromebook	5CD824930Z	HP	HP Chromebook	Obsolete	04/10/2019		
005227	Special Ed.	Laptop HP	5CD819573D	HP	HP Chromebook	Obsolete	09/17/2018		

BOARD AGENDA ITEM: Facilities Update

BOARD MEETING DATE: January 20, 2021

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

A monthly update on facilities will be presented to the Board.

Current Facility Projects

January 20, 2021

Surplus Real Property:

996 Klamath Lane – Scheduled close of escrow: January 19, 2021

950 Tharp Road – Scheduled close of escrow: February 9, 2021

1699 Sierra Avenue – Accepting offers

Feather River Academy:

- Roof repair – Deferred Maintenance
 - Storage Room Boyd Hall (leak)
 - Exploring repair/replace (current 16yr old single-ply)
- Floor repair – Deferred Maintenance
 - Admin/ISP/Boyd Hall (cost engineered via informal bid)

Adult Education Building:

- Minor improvements to classrooms
- Tech is working on IT infrastructure

Proposed Conference/One-Stop/Adult Education/CTE Center:

- Facility Master Plan (Eric Hall & Associates) – Completion expected April 2021
- Architect (Harrington Design Associates) – Plans coordinated with Facility Master Plan
 - preliminary design (in progress)
 - consultation (post award of project)
- Financing (Governmental Financial Strategies)
 - early planning stage

BOARD AGENDA ITEM: Report of Superintendent's Salary Review Committee

BOARD MEETING DATE: January 20, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Victoria Lachance & Jim Richmond

Reports/Presentation

SUBMITTED BY:

Information

Victoria Lachance & Jim Richmond

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Victoria Lachance & Jim Richmond

BACKGROUND AND SUMMARY INFORMATION:

Education Code Section 1209 states that a county superintendent of schools shall not increase his or her salary, financial remuneration, benefits, or pension in any manner or for any reason without bringing the matter to the attention of the county board of education for its discussion at a regularly scheduled public meeting of the board and without the approval of the county board of education.