

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, May 12, 2021 - 5:30 p.m.
Sutter County Superintendent of Schools Office
970 Klamath Lane – Board Room
Yuba City, CA 95993

NOTICE TO THE PUBLIC

Participation Available Via Teleconference

<https://us02web.zoom.us/j/81427290948>

Meeting ID: 814 2729 0948

One tap mobile:

US: +1 669 900 6833 or +1 253 215 8782

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and 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
Victoria Lachance, Member
Jim Richmond, Member
Harjit Singh - Member

4.0 Items of Public Interest to Come to the Attention of the Board

Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. *The California Government Code, Section 54954.3(a) states, ".....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

5.0 Approve Minutes of the April 14, 2021, Regular Meeting
[Action Item]

The minutes of the April 14, 2021, Regular Meeting of the Sutter County Board of Education are presented for approval.

6.0 Quarterly Report on Williams/Valenzuela Uniform Complaints
(January 1, 2021 – March 31, 2021) – Brian Gault

Education Code 35186 requires the county superintendent to report on the number and nature of complaints filed for:

- 1) Textbooks and instructional materials
- 2) Teacher vacancies or mis-assignments
- 3) Facilities and conditions

There were no complaints filed during the period of January – March 2021.

7.0 Business Services Report

- 7.1 Monthly Financial Report – April 2021– Nic Hoogeveen
- 7.2 Investment Statement – March 2021 – Ron Sherrod
- 7.3 Facilities Update – Ron Sherrod

8.0 PCA Expanded Learning Opportunities Grant Plan
Brian Gault – **[Action Item]**

The PCA Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the California Department of Education within five days of adoption.

9.0 SCSOS (FRA) Expanded Learning Opportunities (ELO) Grant Plan
Brian Gault – **[Action Item]**

The SCSOS Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the California Department of Education within five days of adoption.

10.0 Approve the 2021-2022 School Year Calendar for Feather River Academy – Brian Gault **[Action Item]**

11.0 Approve the 2021-2022 School Calendar for Pathways Charter Academy – Brian Gault **[Action Item]**

12.0 Set Date, Time and Place for Board Study Session – **[Action Item]**

The Board has requested a study session to thoroughly review the Long Range Facilities Master Plan.

13.0 Items from the Superintendent/Board

14.0 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 April 14, 2021, Regular Board Meeting

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Angela Huerta

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 April 14, 2021, are presented for approval.

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
April 14, 2021

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Turner, 5:30 p.m., April 14, 2021, 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 Ron Turner

3.0 Roll call of Members

Ronald Turner, President – Present
June McJunkin, Vice-President – Present
Victoria Lachance, Member – Present via zoom
Jim Richmond, Member – Present
Harjit Singh, Member - Present

Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Ron Sherrod, Nic Hoogeveen (via zoom), Joe Hendrix, Brian Gault (via zoom), John Kovach (via zoom), Kristi Johnson (via zoom), Lynnette Ristine (via zoom) and Angela Huerta

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

None

5.0 Approve the following Minutes of the Sutter County Board of Education

5.1 The minutes of the March 3, 2021, special meeting of the Sutter County Board of Education are presented for approval.

A motion was made to approve the minutes of the March 3, 2021, special meeting of the Sutter County Board of Education.

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

5.2 The minutes of the March 10, 2021 regular meeting of the Sutter County Board of Education are presented for approval.

A motion was made to approve the minutes of the March 10, 2021, regular meeting of the Sutter County Board of Education.

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

6.0 Pathways Charter Academy (PCA) Program Update

John Kovach and Lynnette Ristine gave an update on PCA. PCA currently has 14 students enrolled for grades 8-12. Lynette gave a few anecdotal stories about student success.

6.1 President Ron Turner asked the Board to make a motion to hear PCA LCAP Federal Addendum

Per Government Code 54954.2 the legislative body may act upon an item not appearing on a regular agenda upon a finding that there is a need for immediate action and the need for action came to the attention of the local agency after the agenda was posted.

Motion made to add the PCA LCAP Federal Addendum to the agenda.

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

Pathways Charter Academy presents the LCAP Federal Addendum

Brian stated that LEAs are required to submit a Board approved Federal Addendum in order to receive certain Federal Funds, including Title I Part A and Elementary and Secondary School Emergency Relief Funds (ESSR). This must be Board approved and submitted to CDE by April 16, 2021.

Motion made to approve Pathways Charter Academy LCAP Federal Addendum.

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

7.0 Local Control and Accountability Plan (LCAP) Update

Brian, Kristi and John presented the LCAP Update to the Board. Pertinent questions were asked and answered.

8.0 Adopt Resolution No. 20-21-V – Family Resource Center Plan Agreement 2021- 2024

This agreement is an ongoing agreement with DDS (Department of Developmental Services).

A motion was made to adopt Resolution No. 20-21-V – Family Resource Center Plan Agreement 2021-2024.

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

BOARD AGENDA ITEM: Quarterly Williams Report

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 Action

Danielle de Alba

 x Reports/Presentation

SUBMITTED BY:

 Information

Brian Gault

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

As per education code 35186 the county superintendent reports on the number and nature of complaints filed for:

- 1.) Textbooks and instructional materials
- 2.) Teacher vacancies or mis-assignments
- 3.) Facilities and conditions

There were no complaints filed by a district and no complaints filed by the county office programs during the period of January 2021 through March 2021.



970 Klamath Lane
 Yuba City, CA 95993
 PHONE: (530) 822-2933
 FAX: (530) 822-3085

QUARTERLY REPORT ON WILLIAMS/VALENZUELA UNIFORM COMPLAINTS

(Education Code § 35186)

District: Sutter County Superintendent of Schools

Person completing this form: Brian Gault *BG*

Title: Assistant Superintendent

The Quarterly Report will be submitted at the Sutter County Superintendent of School's Board Meeting on May 12, 2021 for the reporting months of January, February, and March 2021.

Please indicate the date this information will be reported publicly at your District's governing board

meeting: May 12, 2021

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total Number of Complaints	Number Resolved	Number Unresolved
Textbooks & Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facilities/Conditions	0		
TOTALS	0		

Tom Reusser
PRINT NAME OF DISTRICT SUPERINTENDENT

Tom Reusser
SIGNATURE OF DISTRICT SUPERINTENDENT

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Nicolaas Hoogeveen

SUBMITTED BY:

Nicolaas Hoogeveen

PRESENTING TO BOARD:

Nicolaas Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for April will be reviewed.

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

April 2021
03/16/21-04/15/21

Description	Account Codes	Original Budget 7/1/20 (A)	Operating Budget 3/15/21 (B)	Actuals to Date 4/15/21 (C)	Projected Yr Totals 4/15/21 (D)	Difference (Col D - B) (E)	2020-21 Actuals as a % of Budget
A. Revenues							
1) Local Control Funding Formula	8010-8099	\$ 9,458,827	\$ 9,933,285	\$ 6,391,997	\$ 10,046,353	113,068	A 64.3%
2) Federal Revenues	8100-8299	\$ 3,827,177	\$ 6,416,481	\$ 3,224,480	\$ 6,627,486	211,005	B 50.3%
3) Other State Revenues	8300-8599	\$ 9,022,003	\$ 13,984,891	\$ 8,105,299	\$ 14,021,077	36,186	C 58.0%
4) Other Local Revenues	8600-8799	\$ 13,810,295	\$ 9,250,751	\$ 5,398,758	\$ 9,321,774	71,023	D 58.4%
TOTAL REVENUES		\$ 36,118,302	\$ 39,585,408	\$ 23,120,534	\$ 40,016,690	\$ 431,282	57.8%
B. Expenditures							
1. Certificated Salaries	1000-1999	\$ 9,056,793	\$ 8,759,625	\$ 6,274,428	\$ 8,793,412	33,787	E 71.6%
2. Classified Salaries	2000-2999	\$ 11,659,568	\$ 9,995,595	\$ 6,971,196	\$ 10,035,046	39,451	F 69.7%
3. Employee Benefits	3000-3999	\$ 8,166,445	\$ 7,885,661	\$ 5,105,305	\$ 7,874,879	(10,782)	G 64.7%
4. Books and Supplies	4000-4999	\$ 988,575	\$ 1,612,462	\$ 923,243	\$ 1,650,918	38,456	H 57.3%
5. Services, Other Operation	5000-5999	\$ 4,004,070	\$ 8,517,793	\$ 3,539,229	\$ 8,581,460	63,667	I 41.6%
6. Capital Outlay	6000-6999	\$ 373,091	\$ 322,940	\$ 90,394	\$ 357,011	34,071	J 28.0%
7. Other Outgo	7100-7299	\$ 327,141	\$ 401,367	\$ 321,871	\$ 401,367	-	K 80.2%
8. Direct Support/Indirect	7300-7399	\$ (81,100)	\$ (68,833)	\$ (35,762)	\$ (68,833)	-	L 52.0%
9. Debt Service	7400-7499	\$ -	\$ -	\$ -	\$ -	-	M 0.0%
TOTAL EXPENDITURES		\$ 34,494,583	\$ 37,426,610	\$ 23,189,904	\$ 37,625,260	198,650	62.0%
Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B9)							
		\$ 1,623,719	\$ 2,158,798	\$ (69,370)	\$ 2,391,430	\$ 232,632	-2.9%
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	\$ 371,031	\$ 141,628	\$ 443,031	72,000	O 38.2%
3. Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -	-	P 0.0%
Total, Other Fin Sources/Uses		\$ (769,766)	\$ (351,015)	\$ (141,628)	\$ (423,015)	\$ (72,000)	33.5%
E. Net Change to Fund Balance							
		\$ 853,953	\$ 1,807,783	\$ (210,998)	\$ 1,968,415	\$ 160,632	
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	\$ 15,747,948	\$ 13,729,167	\$ 15,908,580	\$ 160,632	
G. Components of Ending Fund Balance							
Designated Amounts	9711-9730	\$ 10,500	\$ 10,500		\$ 10,500	\$ -	
Legally Restricted	9740-9760	\$ 2,583,328	\$ 3,129,563		\$ 3,121,037	\$ -	
Assigned	9780	\$ 9,216,947	\$ 10,718,003		\$ 10,873,628	\$ -	
Restricted Economic Uncertainty	9789	\$ 1,765,957	\$ 1,889,882		\$ 1,903,415	\$ -	
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -	\$ -	

Explanation of Differences
Net Change in Current Year Budget April Board Report
03/16/21-04/15/21

	<u>Amount</u>	<u>Explanation of Differences</u>
A <u>Local Control Funding Formula (8010-8099)</u>		
County Office	\$ (32,496)	<i>Adjusting budget based on P-1 certification</i>
Feather River Academy (FRA)	\$ 148,880	<i>Adjusting budget based on P-1 certification</i>
Pathways Charter Academy	\$ (3,316)	<i>Adjusting budget based on P-1 certification</i>
	<u>\$ 113,068</u>	
B <u>Federal Revenues (8100-8299)</u>		
County Office	\$ 6,686	<i>Adjusting budget to align to actuals</i>
Special Education	\$ (1,010)	<i>Decreasing budget based on Title II award amount</i>
One Stop	\$ 196,350	<i>Establishing budget for Workforce Innovation and Opportunity Act SB1 Apprenticeship budget</i>
Curriculum, Instruction, and Accountability (CIA)	\$ (1,914)	<i>Adjusting budget to align to actuals</i>
Student Support and Outreach (SSO)	\$ 10,577	<i>Increasing budget based on Tobacco-Use Prevention Education Tier II grant award amount</i>
Various departments	\$ 316	<i>Miscellaneous Adjustments</i>
	<u>\$ 211,005</u>	
C <u>Other State Revenues (8300-8599)</u>		
County Office	\$ (6,845)	<i>Adjusting budget to align to actuals</i>
Special Education	\$ 11,983	<i>Establishing budget for Expanded Learning Opportunity Grant</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 3,980	<i>Establishing budget for Expanded Learning Opportunity Grant</i>
Student Support and Outreach (SSO)	\$ 4,723	<i>Establishing budget for Expanded Learning Opportunity Grant</i>
Feather River Academy (FRA)	\$ 22,345	<i>Establishing budget for Expanded Learning Opportunity Grant</i>
	<u>\$ 36,186</u>	
D <u>Other Local Revenues (8600-8799)</u>		
County Office	\$ 1,200	<i>Adjusting budget to align to actuals</i>
Special Education	\$ (48,997)	<i>Adjusting budget to align to actuals for contract employment</i>
One Stop	\$ 24,495	<i>Adjusting budget to align to actuals</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 100,000	<i>Establishing budget for Social Emotional Learning Memorandum of Understanding</i>
Student Support and Outreach (SSO)	\$ (7,050)	<i>Adjusting budget to align to actuals</i>
Tri County Induction Program (TCIP)	\$ 1,375	<i>Adjusting budget to align to actuals</i>
	<u>\$ 71,023</u>	
E <u>Certificated Salaries (1000-1999)</u>		
Special Education	\$ 2,100	<i>Adjusting budget to align to actuals</i>
One Stop	\$ (7,131)	<i>Adjusting budget to align to actuals</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 28,270	<i>Adjusting budget to align to actuals</i>
Feather River Academy (FRA)	\$ 16,520	<i>Adjusting budget to align to actuals</i>
Pathways Charter Academy	\$ (5,972)	<i>Adjusting budget to align to actuals</i>
	<u>\$ 33,787</u>	
F <u>Classified Salaries (2000-2999)</u>		
County Office	\$ (6,414)	<i>Adjusting budget to align to actuals</i>
Special Education	\$ 1,201	<i>Adjusting budget to align to actuals</i>
One Stop	\$ 37,751	<i>Establishing budget for Workforce Innovation and Opportunity Act SB1 Apprenticeship budget</i>
Curriculum, Instruction, and Accountability (CIA)	\$ 4,791	<i>Adjusting budget to align to actuals</i>
Student Support and Outreach (SSO)	\$ (1,929)	<i>Adjusting budget to align to actuals</i>

Explanation of Differences
Net Change in Current Year Budget April Board Report
03/16/21-04/15/21

	<u>Amount</u>	<u>Explanation of Differences</u>
Shady Creek Outdoor School	\$ 1,192	Adjusting budget to align to actuals
Feather River Academy (FRA)	\$ 2,859	Establishing budget for office clerk
	<u>\$ 39,451</u>	
G		<u>Employee Benefits (3000-3999)</u>
County Office	\$ (16,450)	Adjusting budget to align to actuals
One Stop	\$ 11,963	Adjusting budget to align to actuals
Curriculum, Instruction, and Accountability (CIA)	\$ 7,636	Adjusting budget to align to actuals
Student Support and Outreach (SSO)	\$ (1,651)	Adjusting budget to align to actuals
Tri County Induction Program (TCIP)	\$ (16,032)	Adjusting budget to align to actuals
Feather River Academy (FRA)	\$ 2,744	Adjusting budget to align to actuals
Various departments	\$ 1,008	Miscellaneous Adjustments
	<u>\$ (10,782)</u>	
H		<u>Books and Supplies (4000-4999)</u>
County Office	\$ 4,764	Adjusting budget to align to actuals
Special Education	\$ 19,003	Adjusting budget to align to actuals
One Stop	\$ (26,421)	Adjusting budget to align to actuals
Curriculum, Instruction, and Accountability (CIA)	\$ 39,054	Establishing budget for Expanded Learning Opportunity Grant
Student Support and Outreach (SSO)	\$ 3,639	Adjusting budget to align to actuals
Feather River Academy (FRA)	\$ (1,824)	Adjusting budget to align to actuals
Various departments	\$ 241	Miscellaneous Adjustments
	<u>\$ 38,456</u>	
I		<u>Services, Other Operations (5000-5999)</u>
County Office	\$ (49,173)	Adjusting budget to align to actuals
One Stop	\$ 113,176	Establishing budget for Workforce Innovation and Opportunity Act SB1 Apprenticeship budget and adjusting budget to align to actuals
Curriculum, Instruction, and Accountability (CIA)	\$ 2,310	Adjusting budget to align to actuals
Student Support and Outreach (SSO)	\$ 7,096	Adjusting budget to align to actuals
Shady Creek Outdoor School	\$ (3,846)	Adjusting budget to align to actuals
Feather River Academy (FRA)	\$ (5,770)	Adjusting budget to align to actuals
Pathways Charter Academy	\$ 4,155	Adjusting budget to align to actuals
Medi-Cal Administrative Activities (MAA)	\$ (4,500)	Adjusting budget to align to actuals
Various departments	\$ 219	Miscellaneous Adjustments
	<u>\$ 63,667</u>	
J		<u>Capital Outlay (6000-6999)</u>
County Office	\$ 34,071	Increasing budget for flooring rehabilitation project at Feather River Academy
	<u>\$ 34,071</u>	
K		<u>Other Outgo (7100 - 7299)</u>
	<u>\$ -</u>	
L		<u>Direct Support / Indirect (7300-7399)</u>
County Office	\$ 3,631	Adjusting budget to align to actuals
Special Education	\$ 1,175	Adjusting budget to align to actuals
One Stop	\$ (1,866)	Adjusting budget to align to actuals
Curriculum, Instruction, and Accountability (CIA)	\$ 2,157	Adjusting budget to align to actuals

Explanation of Differences
Net Change in Current Year Budget April Board Report
03/16/21-04/15/21

	<u>Amount</u>	<u>Explanation of Differences</u>
Student Support and Outreach (SSO)	\$ (3,371)	<i>Adjusting budget to align to actuals</i>
Tri County Induction Program (TCIP)	\$ (1,937)	<i>Adjusting budget to align to actuals</i>
Various departments	\$ 211	<i>Miscellaneous Adjustments</i>
	<u>\$ -</u>	
M <u>Debt Services (7400 - 7499)</u>		
	<u>\$ -</u>	
N <u>Transfers In (8910-8979)</u>		
	<u>\$ -</u>	
O <u>Transfers Out (7610-7629)</u>		
Shady Creek Outdoor School	\$ 72,000	<i>Transferring to Fund 63 Other Enterprise Funds to clear negative balance for Shady Creek</i>
	<u>\$ 72,000</u>	
P <u>Contributions (8980-8999)</u>		
	<u>\$ -</u>	
Net Change in Current Year Budget	\$ 160,632	

BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: May 12, 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 March 31, 2021 from the County Treasurer will be presented.

Christina N. Hernandez



Acting Treasurer-Tax Collector

April 28, 2021

To: Sutter County Board of Supervisors

Re: Sutter County Investment Portfolio Report for March 31, 2021

Following is the Sutter County Investment Portfolio report as of March 31, 2021. 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_2021.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 \$277,133,162 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$269,640,384 with \$56,980,156 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 1,216 days.

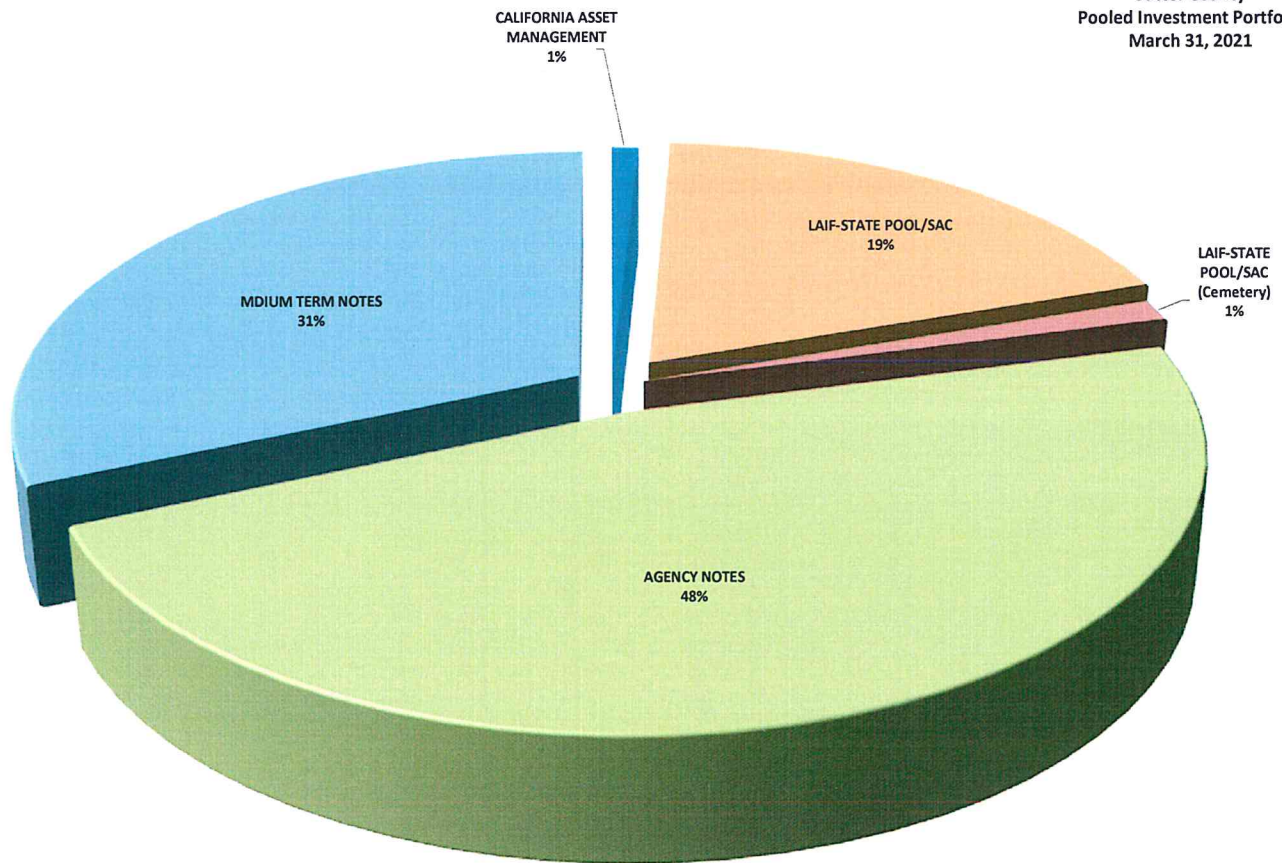
Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular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

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Christina N. Hernandez".

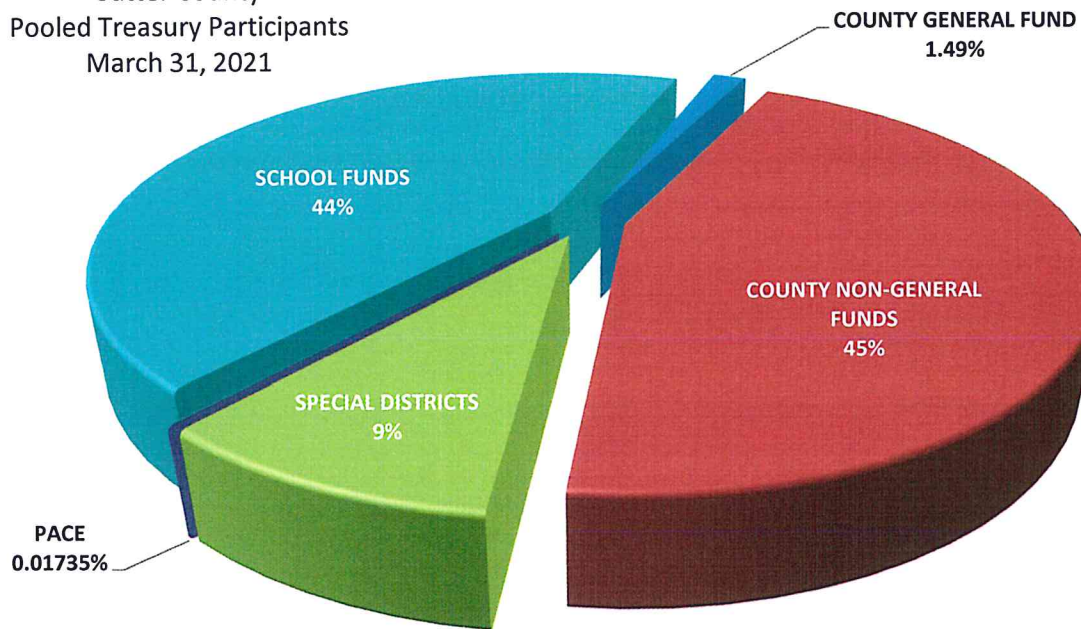
Christina N. Hernandez
Acting Treasurer-Tax Collector

Sutter County
Pooled Investment Portfolio
March 31, 2021



	<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	\$2,406,959.32	0.89%	0.90%	1	0.10%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	51,202,189.71	18.99%	19.23%	1	0.46%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,371,007.45	1.25%	-	1	0.46%
MEDIUM TERM NOTES	84,660,312.81	31.40%	31.79%	1,057	1.60%
AGENCY NOTES	<u>127,999,914.71</u>	<u>47.47%</u>	<u>48.07%</u>	<u>1,429</u>	<u>0.67%</u>
TOTAL MANAGED INVESTMENTS	\$269,640,384.00	100.00%		<u>1,216</u>	<u>1.05%</u>
LESS: LAIF FUNDS NOT POOLED	<u>3,371,007.45</u>	<u>1.25%</u>			
TOTAL POOLED INVESTMENTS	<u>\$266,269,376.55</u>	<u>98.75%</u>	<u>100.00%</u>	<u>1,215</u>	<u>1.06%</u>

Sutter County
Pooled Treasury Participants
March 31, 2021



The Pooled Treasury is comprised of 345 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 March 31, 2021 pool participants' cash and investment balances consisted of the following:

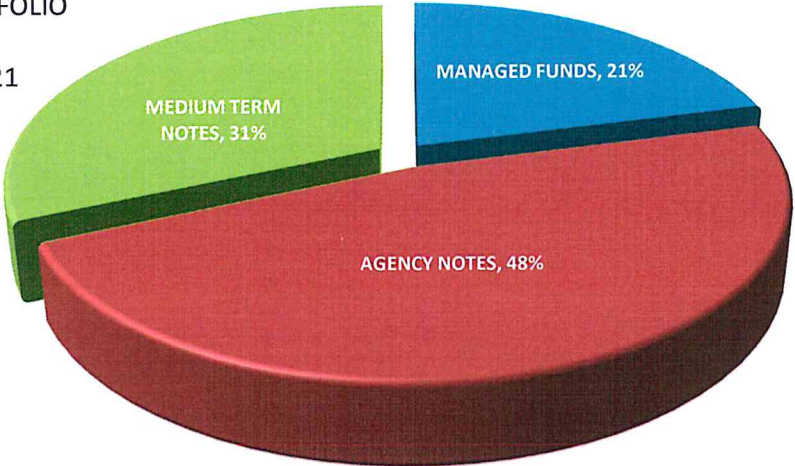
COUNTY GENERAL FUND	1.49%
COUNTY NON-GENERAL FUNDS	44.86%
SPECIAL DISTRICTS	9.29%
SCHOOL FUNDS	44.35%

The pooled portfolio is comprised of three major classes of assets. At March 31, 2021 agency notes made up 47%, medium term notes represented 31% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 21%.

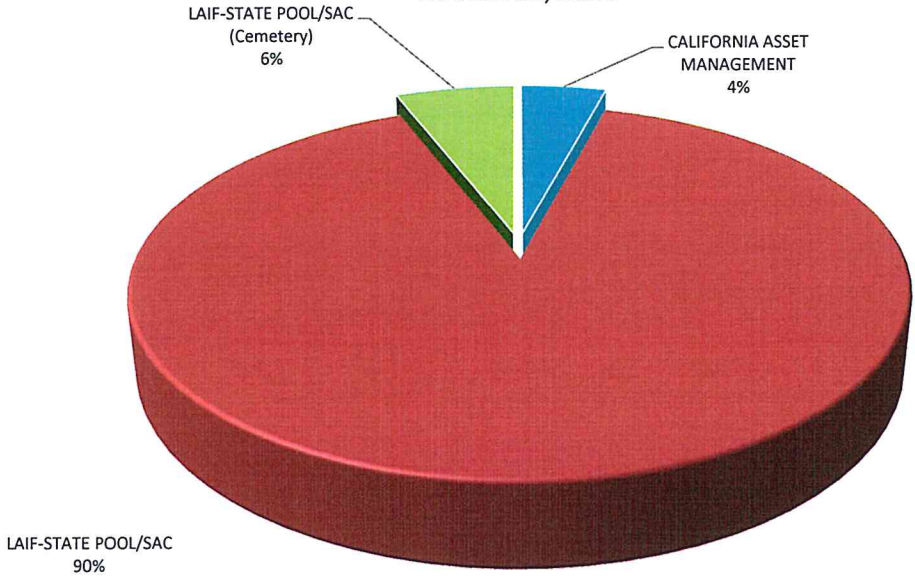
All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)

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.

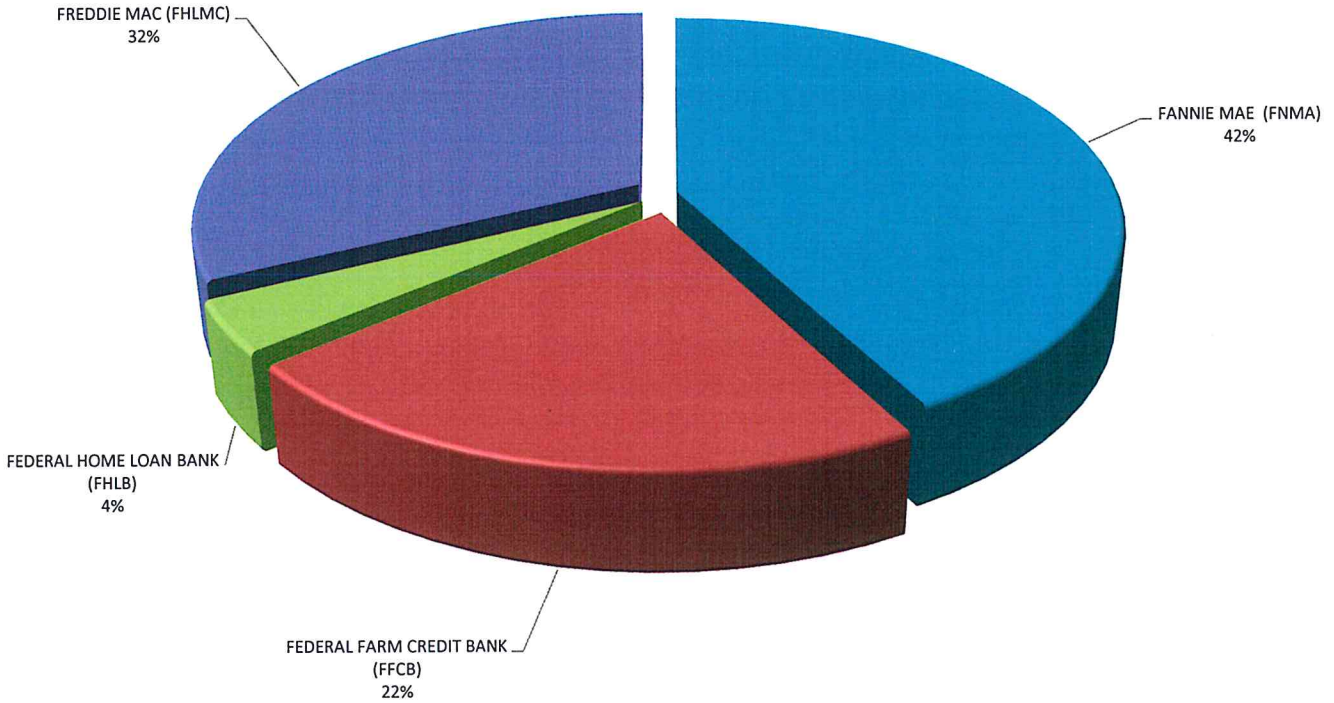
SUTTER COUNTY
INVESTMENT PORTFOLIO
CATAGORIES
MARCH 31, 2021



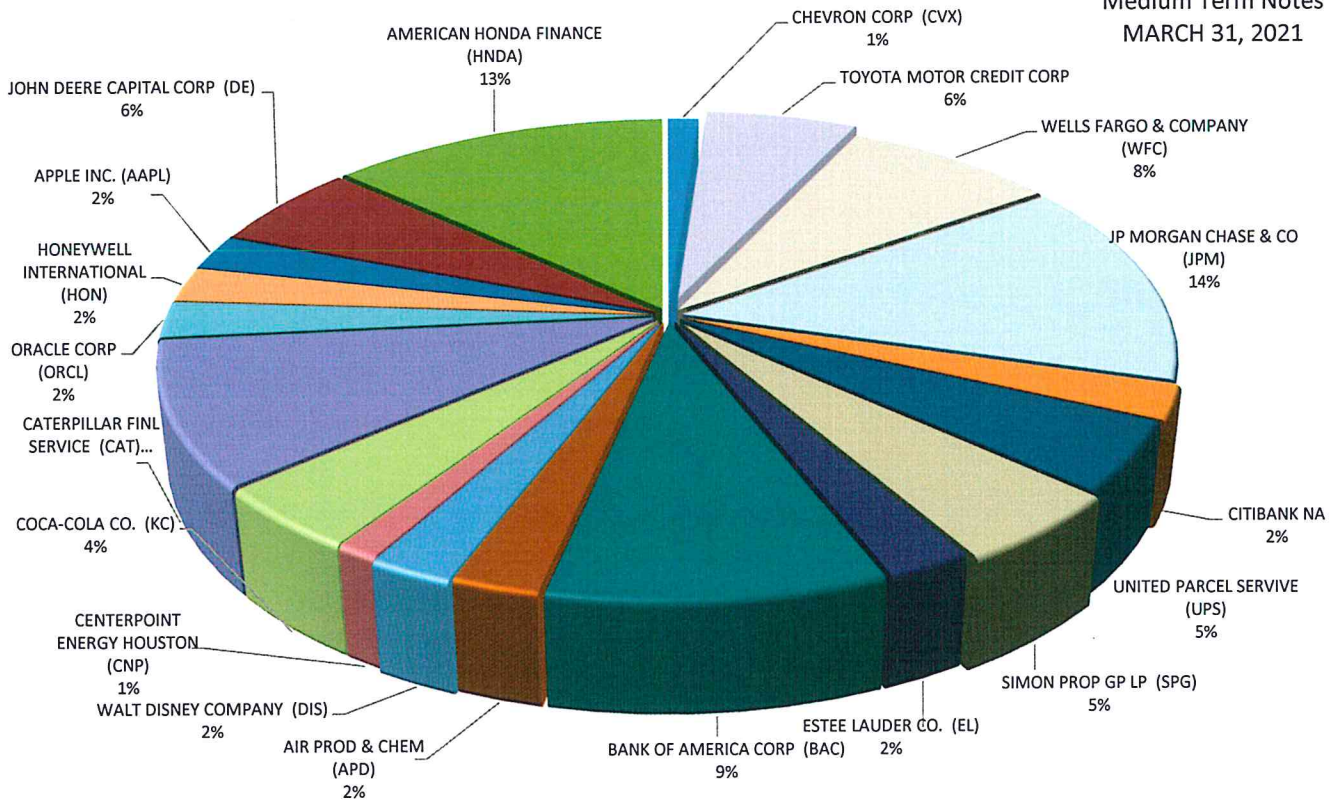
Sutter County
Managed Funds
MARCH 31, 2020



Sutter County
Agency Notes
MARCH 31, 2021

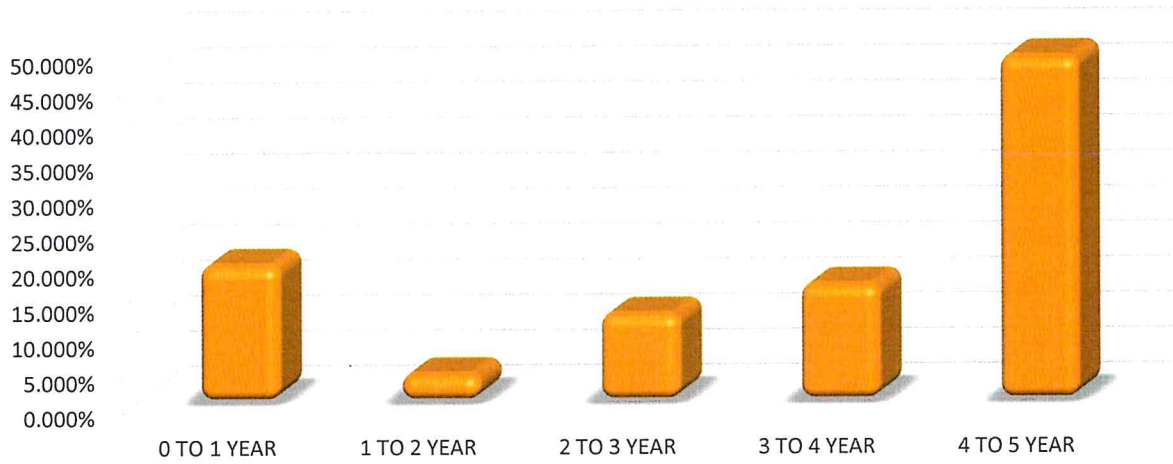


Sutter County
Medium Term Notes
MARCH 31, 2021



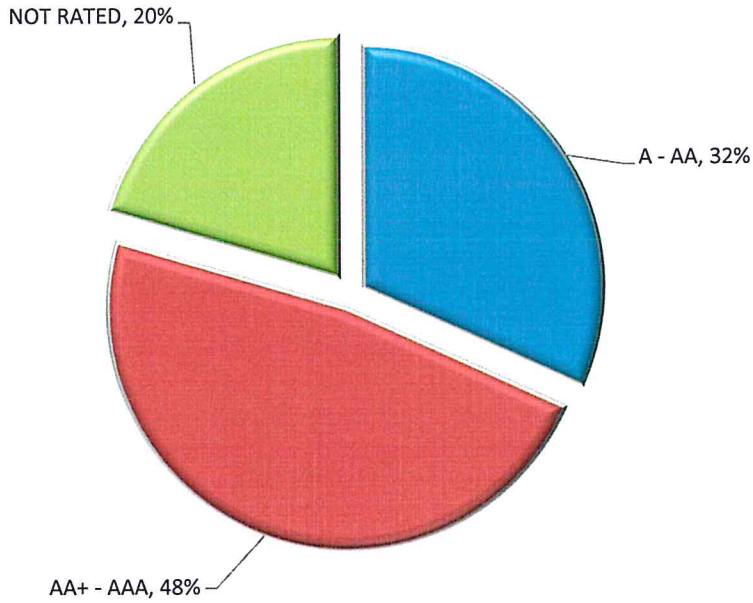
All investments conform to California Government Code §56301 with maturities of no more than five years.

Sutter County Pooled Portfolio Aging March 31, 2021



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 March 31, 2021



**SUTTER COUNTY
INVESTMENT PORTFOLIO
March 31, 2021**



TREASURY						DATE	DATE	TOTAL DAYS	CURRENT		
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	YIELD	RATE	
MANAGED FUNDS											
2021-00A	CALIFORNIA ASSET MANAGEMENT	0	2,406,959.32	2,406,959.32	2,406,959.32	N/A	N/A	1	0.10000%	0.10000%	
2021-00B	LAIF-STATE POOL/SAC	0	51,202,189.71	51,202,189.71	41,202,189.71	N/A	N/A	1	0.45800%	0.45800%	
2021-00C	LAIF-STATE POOL/SAC (Cemetery)	0	<u>3,371,007.45</u>	<u>3,371,007.45</u>	<u>3,371,007.45</u>	N/A	N/A	1	0.45800%	0.45800%	
TOTAL MANAGED FUNDS			56,980,156.48	56,980,156.48	46,980,156.48						
AGENCIES NOTES											
2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	986,490.00	1,000,000.00	07/08/20	01/08/25	1,645	0.65562%	0.65000%	
20219	FEDERAL HOME LOAN BANK (FHLB)	3130AKJR8	4,000,000.00	3,909,880.00	4,000,000.00	12/16/20	12/16/25	1,826	0.57956%	0.57000%	
2016-169/172	FEDERAL FARM CREDIT BANK (FFCB)	3133EGL60	3,998,269.99	4,044,520.00	4,000,000.00	11/29/16	11/29/21	1,826	1.73825%	1.76000%	
2020-159	FEDERAL FARM CREDIT BANK (FFCB)	3133EL4W1	3,996,458.15	3,908,320.00	4,000,000.00	09/04/20	08/25/25	1,816	0.62076%	0.61000%	
2020-047	FEDERAL FARM CREDIT BANK (FFCB)	3133ELVA9	2,000,000.00	2,000,000.00	2,000,000.00	04/01/20	04/01/24	1,461	1.19893%	1.20000%	
2020-169	FEDERAL FARM CREDIT BANK (FFCB)	3133EMBE1	1,999,142.75	1,996,060.00	2,000,000.00	09/30/20	03/28/24	1,275	0.30052%	0.30000%	
20196	FEDERAL FARM CREDIT BANK (FFCB)	3133EMGF3	1,998,658.57	1,992,380.00	2,000,000.00	11/16/20	05/16/24	1,277	0.35101%	0.35000%	
20208	FEDERAL FARM CREDIT BANK (FFCB)	3133EMHL9	1,999,821.61	1,997,900.00	2,000,000.00	12/03/20	11/30/23	1,092	0.31019%	0.31000%	
20204	FEDERAL FARM CREDIT BANK (FFCB)	3133EMJC7	4,000,000.00	3,924,040.00	4,000,000.00	12/01/20	12/01/25	1,826	0.56971%	0.56000%	
20217	FEDERAL FARM CREDIT BANK (FFCB)	3133EMKT8	4,000,000.00	3,911,600.00	4,000,000.00	12/17/20	12/17/25	1,826	0.54876%	0.54000%	
20227	FEDERAL FARM CREDIT BANK (FFCB)	3133EMLR1	4,000,000.00	4,000,000.00	4,000,000.00	12/24/20	12/23/25	1,825	0.50964%	0.50000%	
2019-158	FREDDIE MAC (FHLMC)	3134GUD23	3,000,000.00	3,009,030.00	3,000,000.00	12/23/19	12/23/24	1,827	1.79261%	1.80000%	
2020-002	FREDDIE MAC (FHLMC)	3134GUQ94	4,000,000.00	4,033,920.00	4,000,000.00	01/10/20	01/10/25	1,827	1.78121%	1.80000%	
2020-179	FREDDIE MAC (FHLMC)	3134GW4Z6	4,000,000.00	3,898,680.00	4,000,000.00	10/27/20	10/27/25	1,826	0.55076%	0.54000%	
2020-141	FREDDIE MAC (FHLMC)	3134GWKL9	2,000,000.00	1,976,040.00	2,000,000.00	08/12/20	08/12/25	1,826	0.60372%	0.60000%	
2020-161	FREDDIE MAC (FHLMC)	3134GWP75	2,000,000.00	1,983,680.00	2,000,000.00	09/23/20	09/23/25	1,826	0.62632%	0.62500%	
2020-168	FREDDIE MAC (FHLMC)	3134GWWS1	2,000,000.00	1,972,300.00	2,000,000.00	09/30/20	09/30/25	1,826	0.50397%	0.50000%	
20197	FREDDIE MAC (FHLMC)	3134GXCH5	4,000,000.00	3,908,640.00	4,000,000.00	11/25/20	11/25/25	1,826	0.61026%	0.60000%	
20198	FREDDIE MAC (FHLMC)	3134GXCS1	4,000,000.00	3,935,680.00	4,000,000.00	11/25/20	11/25/25	1,826	0.63125%	0.62500%	
20201	FREDDIE MAC (FHLMC)	3134GXDM3	4,000,000.00	3,910,920.00	4,000,000.00	12/01/20	12/01/25	1,826	0.63022%	0.62500%	
20218	FREDDIE MAC (FHLMC)	3134GXJH8	4,000,000.00	3,993,280.00	4,000,000.00	12/29/20	12/29/23	1,095	0.22029%	0.22000%	
20221	FREDDIE MAC (FHLMC)	3134GXJJ4	4,000,000.00	3,983,000.00	4,000,000.00	12/28/20	06/28/24	1,278	0.32122%	0.32000%	
20222	FREDDIE MAC (FHLMC)	3134GXJK1	4,000,000.00	3,980,680.00	4,000,000.00	12/30/20	09/30/24	1,370	0.36158%	0.36000%	
20228	FANNIE MAE (FNMA)	3135G05X7	1,996,512.38	1,963,160.00	2,000,000.00	12/24/20	08/25/25	1,705	0.38073%	0.37500%	
2020-180	FANNIE MAE (FNMA)	3135G06B4	2,000,000.00	1,967,500.00	2,000,000.00	10/22/20	10/22/25	1,826	0.56581%	0.56000%	
20212	FANNIE MAE (FNMA)	3135G06K4	2,000,000.00	3,934,240.00	2,000,000.00	12/17/20	12/17/25	1,826	0.65524%	0.65000%	
20231	FANNIE MAE (FNMA)	3135G06Q1	6,011,401.97	5,908,320.00	6,000,000.00	12/30/20	12/30/25	1,826	0.64577%	0.64000%	
20210	FANNIE MAE (FNMA)	3135GA6J5	2,000,000.00	1,997,820.00	2,000,000.00	12/07/20	12/07/23	1,095	0.32020%	0.32000%	
20224	FANNIE MAE (FNMA)	3135GAC25	4,000,000.00	3,983,480.00	4,000,000.00	12/24/20	09/24/24	1,370	0.31115%	0.31000%	
2020-185	FANNIE MAE (FNMA)	3136G46K4	4,000,000.00	1,975,800.00	4,000,000.00	10/28/20	07/28/25	1,734	0.50541%	0.50000%	
20190	FANNIE MAE (FNMA)	3136G46N8	4,000,000.00	3,941,280.00	4,000,000.00	11/02/20	10/29/25	1,822	0.60522%	0.60000%	

**SUTTER COUNTY
INVESTMENT PORTFOLIO
March 31, 2021**



TREASURY						DATE	DATE	TOTAL DAYS	CURRENT	
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	YIELD	RATE
2020-137	FANNIE MAE (FNMA)	3136G4C43	4,000,000.00	3,958,480.00	4,000,000.00	08/14/20	08/14/25	1,826	0.65295%	0.65000%
2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	3,951,360.00	4,000,000.00	07/30/20	07/29/25	1,825	0.60386%	0.60000%
2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	3,959,800.00	4,000,000.00	07/30/20	07/20/25	1,816	0.65277%	0.65000%
2020-140	FANNIE MAE (FNMA)	3136G4G98	2,000,000.00	1,971,620.00	2,000,000.00	08/12/20	08/12/25	1,826	0.56476%	0.56000%
2020-149	FANNIE MAE (FNMA)	3136G4H71	1,999,649.29	1,966,180.00	2,000,000.00	08/18/20	08/18/25	1,826	0.50565%	0.50000%
2017-022	FANNIE MAE (FNMA)	3136G4MQ3	2,000,000.00	2,040,840.00	2,000,000.00	03/29/17	03/29/22	1,826	2.12304%	2.17000%
2020-150	FANNIE MAE (FNMA)	3136G4N74	2,000,000.00	1,971,180.00	2,000,000.00	08/21/20	08/21/25	1,826	0.56486%	0.56000%
2020-155	FANNIE MAE (FNMA)	3136G4X32	2,000,000.00	1,975,560.00	2,000,000.00	08/26/20	08/26/25	1,826	0.60380%	0.60000%
2020-103	FANNIE MAE (FNMA)	3136G4XE8	2,000,000.00	2,001,140.00	2,000,000.00	06/22/20	12/22/23	1,278	0.51957%	0.52000%
2020-123	FANNIE MAE (FNMA)	3136G4ZR7	<u>4,000,000.00</u>	<u>3,975,400.00</u>	<u>4,000,000.00</u>	07/21/20	07/21/25	1,826	0.70020%	0.70000%
TOTAL AGENCY NOTES			127,999,914.71	126,700,200.00	128,000,000.00					
MEDIUM TERM NOTES										
2019-144	AIR PROD & CHEM (APD)	009158AV8	2,078,843.04	2,156,580.00	2,000,000.00	12/10/19	07/31/24	1,695	3.08989%	3.35000%
20230	AMERICAN HONDA FINANCE (HNDA)	02665WDL2	4,083,954.99	3,981,400.00	4,000,000.00	12/28/20	07/08/25	1,653	1.19346%	1.20000%
2020-166/176	AMERICAN HONDA FINANCE (HNDA)	02665WDN8	7,027,006.97	6,888,280.00	7,000,000.00	09/24/20	09/10/25	1,812	1.00682%	1.00000%
20220	APPLE INC. (AAPL)	037833DT4	2,052,154.08	2,012,280.00	2,000,000.00	12/16/20	05/11/25	1,607	1.11585%	1.12500%
20215	BANK OF AMERICA CORP (BAC)	06048WK41	3,996,245.17	3,845,640.00	4,000,000.00	12/10/20	11/25/25	1,811	0.66286%	0.65000%
20211	BANK OF AMERICA CORP (BAC)	06048WK58	4,000,000.00	3,920,240.00	4,000,000.00	12/18/20	12/18/23	1,095	0.40434%	0.40000%
20223	CATERPILLAR FINL SERVICE (CAT)	14912L5X5	2,176,405.14	2,174,500.00	2,000,000.00	12/16/20	11/24/23	1,073	3.43993%	3.75000%
2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,132,613.07	2,160,160.00	2,000,000.00	05/01/20	06/09/24	1,500	3.03985%	3.30000%
20229	CATERPILLAR FINL SERVICE (CAT)	14913R2H9	4,036,356.92	3,935,160.00	4,000,000.00	12/28/20	11/13/25	1,781	0.81050%	0.80000%
2019-148	CENTERPOINT ENERGY HOUSTON (CNP)	15189XAP3	1,000,000.00	1,001,160.00	1,000,000.00	12/10/19	06/01/21	539	1.84506%	1.85000%
2017-002	CHEVRON CORP (CVX)	166764BG4	999,785.93	1,001,240.00	1,000,000.00	01/09/17	05/16/21	1,588	2.09526%	2.10000%
2019-022	CITIBANK NA	17325FAR9	2,001,231.05	2,002,460.00	2,000,000.00	02/15/19	07/23/21	889	0.78634%	0.77913%
2020-078	COCA-COLA CO. (KC)	191216CN8	3,687,134.89	3,700,539.36	3,431,000.00	05/01/20	03/25/25	1,789	2.72769%	2.95000%
20209	JOHN DEERE CAPITAL CORP (DE)	24422EVH9	1,007,988.46	1,007,700.00	1,000,000.00	12/04/20	07/05/23	943	0.69356%	0.70000%
21008	JOHN DEERE CAPITAL CORP (DE)	24422EVK2	3,999,767.69	3,920,080.00	4,000,000.00	02/01/21	01/15/26	1,809	0.71271%	0.50000%
2019-150	WALT DISNEY COMPANY (DIS)	254687FK7	1,986,360.99	2,065,200.00	2,000,000.00	12/10/19	08/30/24	1,725	1.68735%	1.75000%
2019-143	ESTEE LAUDER CO. (EL)	29736RAN0	2,004,042.18	2,082,080.00	2,000,000.00	12/10/19	12/01/24	1,818	1.90616%	2.00000%
2020-096	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,039,365.75	2,027,100.00	2,000,000.00	06/04/20	06/01/25	1,823	1.32424%	1.35000%
2018-151	JP MORGAN CHASE & CO (JPM)	46647PAT3	3,998,636.99	4,003,440.00	4,000,000.00	11/23/18	06/18/22	1,303	0.84495%	1.53270%
2019-136	JP MORGAN CHASE & CO (JPM)	48128GM49	4,000,000.00	3,992,240.00	4,000,000.00	11/19/19	11/27/24	1,835	2.29548%	2.30000%
2020-153	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,923,300.00	2,000,000.00	08/28/20	08/28/25	1,826	0.77408%	0.75000%
20225	JP MORGAN CHASE & CO (JPM)	48128GY53	2,000,000.00	1,891,320.00	2,000,000.00	12/22/20	12/22/25	1,826	0.83899%	0.82500%
2020-093	ORACLE CORP (ORCL)	68389XB1	2,114,988.58	2,097,920.00	2,000,000.00	06/01/20	04/01/25	1,765	2.36561%	2.50000%
2019-123	SIMON PROP GP LP (SPG)	828807CR6	4,176,817.51	4,306,200.00	4,000,000.00	11/01/19	02/01/24	1,553	3.47123%	3.75000%
2020-079	TOYOTA MOTOR CREDIT CORP	89236TDK8	2,043,937.31	2,086,920.00	2,000,000.00	05/01/20	10/18/23	1,265	2.14795%	2.25000%

**SUTTER COUNTY
INVESTMENT PORTFOLIO
March 31, 2021**



TREASURY

NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	DATE	DATE	TOTAL	CURRENT	
						INVESTED	MATURES	DAYS	YIELD	RATE
2017-086	TOYOTA MOTOR CREDIT CORP	89236TEA9	2,000,000.00	1,991,420.00	2,000,000.00	08/03/17	06/26/22	1,788	0.50365%	0.46788%
2018-068	TOYOTA MOTOR CREDIT CORP	89236TEX9	1,000,000.00	1,000,010.00	1,000,000.00	05/22/18	04/26/21	1,070	0.41529%	0.41475%
2019-122	UNITED PARCEL SERVICE (UPS)	911312BT2	4,016,676.10	4,195,680.00	4,000,000.00	11/01/19	09/01/24	1,766	2.09072%	2.20000%
2016-078	WELLS FARGO & COMPANY (WFC)	94986RN31	2,000,000.00	2,001,020.00	2,000,000.00	06/07/16	06/07/21	1,826	1.22457%	1.99888%
2017-071	WELLS FARGO & COMPANY (WFC)	95000N2L2	2,000,000.00	1,995,380.00	2,000,000.00	06/27/17	06/27/22	1,826	0.95422%	0.93325%
2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	1,003,800.00	1,000,000.00	04/30/20	04/30/23	1,095	2.13869%	2.15000%
2020-075	WELLS FARGO & COMPANY (WFC)	95001D6W5	<u>2,000,000.00</u>	<u>2,003,340.00</u>	<u>2,000,000.00</u>	04/30/20	04/30/25	<u>1,826</u>	<u>2.48744%</u>	<u>2.50000%</u>
TOTAL MEDIUM TERM NOTES			<u>84,660,312.81</u>	<u>84,373,789.36</u>	<u>83,431,000.00</u>					
TOTAL POOL INVESTMENTS			<u>269,640,384.00</u>	<u>268,054,145.84</u>	<u>258,411,156.48</u>	AVERAGE		<u>1,557</u>	<u>1.04747%</u>	<u>1.08648%</u>

Transactions
For the Month ended

March 31, 2021

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received
MANAGED FUNDS									
21019	1628721	3/1/2021	LAIF	LAIF	0.4400%	2,000,000.00			
21020	STMT	3/1/2021	CAM	CAMP	0.1000%	176.06			176.06
21021	1628798	3/2/2021	LAIF	LAIF	0.4400%	7,000,000.00			
21022	1628948	3/4/2021	LAIF	LAIF	0.4300%		7,000,000.00		
21023	1629041	3/5/2021	LAIF	LAIF	0.4300%		2,000,000.00		
21024	1629172	3/10/2021	LAIF	LAIF	0.4300%		2,000,000.00		
21025	1629298	3/11/2021	LAIF	LAIF	0.4200%		4,000,000.00		
21026	1629380	3/12/2021	LAIF	LAIF	0.4200%	4,000,000.00			
21027	1629982	3/24/2021	LAIF	LAIF	0.4200%	4,000,000.00			
21028	1630057	3/25/2021	LAIF	LAIF	0.4200%	10,000,000.00			
21029	1630215	3/29/2021	LAIF	LAIF	0.4100%	5,000,000.00			
						<u>32,000,176.06</u>	<u>15,000,000.00</u>		<u>176.06</u>

PURCHASES/SALES/CALLS/MATURITIES

2020-125/135	3133ELX25	3/2/2021	CALL	FEDERAL FARM CREDIT BANK (FFCB)	0.4700%		7,998,136.87		4,177.78
2020-045	3133ELUT9	3/26/2021	CALL	FEDERAL FARM CREDIT BANK (FFCB)	1.3000%		3,125,000.00		20,312.50
2020-044	3130AJFB0	3/25/2021	CALL	FEDERAL HOME LN BK	1.2000%		1,000,000.00		6,000.00
						<u>0.00</u>	<u>12,123,136.87</u>	<u>0.00</u>	<u>30,490.28</u>

COUPONS

2019-150	254687FK7	3/1/2021		DISNEY WALT CO.	1.7500%				17,500.00
2019-122	911312BT2	3/1/2021		UNITED PARCEL SERVICE	2.2000%				44,000.00
2020-153	48128GV98	3/2/2021		JP MORGAN CHASE (JPM)	0.7500%				7,500.00
2016-078	94986RN31	3/8/2021		WELLS FARGO & CO.	2.0000%				6,126.90
2020-176/166	02665WDN8	3/10/2021		AMERICAN HONDA FIN	1.0000%				35,000.00
20111	46647PAT3	3/18/2021		JP MORGAN CHASE	0.8464%				8,463.80
2020-151	06048WK58	3/18/2021		BANK AMER CORP	0.4000%				4,000.00
2020-161	3134GWP75	3/23/2021		FREDDIE MAC (FHLMC)	0.6250%				6,250.00
2020-078	191216CN8	3/25/2021		COCA COLA CO	2.9500%				50,607.25
				Total coupons from bonds					<u>179,447.95</u>
				Total coupons received this period					<u>210,114.29</u>

Total portfolio activity	<u>32,000,176.06</u>	<u>27,123,136.87</u>	<u>0.00</u>
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Reconciliation		
Total Change due to activity		4,877,039.19
Net accretion and amortization of premiums and discounts		(89,482.32)
LAIF (CEM) adjustment		364.00
Portfolio balance	February 28, 2021	<u>264,852,463.13</u>
Total Pool Portfolio	March 31, 2021	<u>269,640,384.00</u>

BOARD AGENDA ITEM: Facilities Update

BOARD MEETING DATE: May 12, 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.

Agenda Item No. 8.0

BOARD AGENDA ITEM: PCA Expanded Learning Opportunities (ELO) Grant Plan is being presented for Board approval

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson, John Kovach

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

To be eligible for funding, Pathways Charter Academy (PCA) must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups, as defined in *Education Code* Section 43522, who have faced adverse learning and social-emotional circumstances.

ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services.

The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the California Department of Education within five days of adoption.

The PCA Expanded Learning Opportunities Grant Plan is being presented for approval.

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pathways Charter Academy	John Kovach Principal	JohnK@sutter.k12.ca.us 530-822-2401

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Stakeholder input is valued and foundational to the planning process. Pathways Charter Academy and Feather River Academy serve the same population of students. There is a purposeful fluidity between the programs and as such, stakeholder engagement in the two programs intertwined. The relatively small enrollment at PCA makes this inclusion with FRA critical. PCA is in the first year of operation and currently only serving 14, 7th - 12th grade students. Parents, the teacher and school staff are involved in the planning process and provided input for the Expanded Learning Opportunities (ELO) Plan through a variety of forums. Foundationally, all stakeholders have been actively involved in LCAP development through evaluating outcome data from the 19-20 LCAP and the 20-21 LCP. Groups of stakeholders have been focused on identifying success in those plans that should be reflected in new plans as well as on identifying challenges that should be addressed by discontinuation of unsuccessful actions or reworking of services that were promising. Our stakeholders have also been engaged in a facilitated process to identify barriers for our specific student groups and services targeting the removal of these barriers. Building on the big picture (LCAP) planning, stakeholders have also been specifically involved in the exploration of the seven supplemental instruction and support strategies for this plan.

- ELO Planning has been an agenda item at multiple staff meetings which include both classified and certificated staff.
- The Parent Advisory Committee has met on multiple occasions to provide input into the LCAP and the ELO Plan.
- Personal contacts are being made with parents and students regarding their interest and availability for summer and after hours services.

A description of how students will be identified and the needs of students will be assessed.

The academic needs of students are assessed and monitored using a variety of sources. STAR Renaissance is the primary source diagnostic assessment data for ELA and Math used, in the PLC process, to allocate resources (MTSS) and identify areas of focus for schoolwide, small group and individual students. Students are assessed using the STAR in reading and math 3 times per year (August/September, December/January and May/June). This data is also used for individual goal setting which is documented on students' individual learning plan (ILP). Results are also integrated in the Edgenuity where a customized MyPath curriculum is created.

The Edgenuity curriculum also provides continuous, detailed student engagement and performance reports that are used, during the PLC process, to guide daily instruction and to assign supplemental instructional resources.

Social Emotional wellbeing is evaluated through multiple measures but first and foremost through interpersonal interactions between students and staff. Staff are trained to watch for signs for emotional distress and in the multi-tiered supports available to attend to the identified needs. Attendance and engagement records are another source of information that is monitored closely to identify students who are isolating or not engaging. Finally a combination of Kelvin Pulse Surveys, Panorama Surveys and the California Healthy Kids Survey are used to identify patterns and/or individuals in need of some level of services. Pulse Surveys are sent out monthly, Panorama Surveys are administered Bi-annually and 9th and 11th grade students take the Healthy Kids Survey every other year.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians of students identified as needing supplemental instruction and support will be notified of the availability of services and programs in writing using the primary language as applicable. Parents will also be personally contacted by phone, including use of the autodialer, and information will be sent to the parent's email address.

A description of the LEA's plan to provide supplemental instruction and support.

Strategy #2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

.2 FTE of an Instructional Aide will be hired as part of the academic system of support. They will provide Tier II supplemental instructional support for PCA students. Aide time will be prioritized to support individual student progress on the MyPath intervention curriculum. PCA is working to ensure that all educational services are engaging and are provided in a positive school climate.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$0.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$0.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.00	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$0.00	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$2,000	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The Sutter County Superintendent of Schools office is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by ensuring all funding are braided to achieve the goals established within our LCAP. By identifying and prioritizing students' academic and social emotional needs, we are able to address immediate needs as well as create and fund a long term coordinated plan to best meet the needs of the district, staff, students, and community. The Expanded Learning Grant funds are primarily budgeted towards expanding instructional time by offering extended and expanded summer school and robust supplemental supports for both academics and social emotional needs during the regular school day. These include tutoring and accelerating progress through learning supports by providing targeted intervention during non-core times during the school day. ESSER funds are primarily budgeted to ensure safe facilities and adequate staffing to bring students back on campus and provide in person instruction to the greatest extent allowed under health and safety guidelines. ESSER funds will also be used to extend the most successful of these services into 2022/23 school year.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Agenda Item No. 9.0

BOARD AGENDA ITEM: SCSOS (FRA) Expanded Learning Opportunities (ELO) Grant Plan is being presented for Board approval

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson, John Kovach, Janine Hughes, Virginia Burns

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

To be eligible for funding, SCSOS must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups, as defined in *Education Code* Section 43522, who have faced adverse learning and social-emotional circumstances.

ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services.

The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the California Department of Education within five days of adoption.

The SCSOS Expanded Learning Opportunities Grant Plan is being presented for approval.

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools- Feather River Academy	Brian Gault, Assistant Superintendent	briang@sutterk12.ca.us (530) 822-2947

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Stakeholder input is valued and foundational to the planning process. Parents, teachers and school staff are involved in the planning process and provided input for the Expanded Learning Opportunities (ELO) Plan through a variety of forums. Foundationally, all stakeholders have been actively involved in LCAP development through evaluating outcome data from the 19-20 LCAP and the 20-21 LCP. Groups of stakeholders have been focused on identifying success in those plans that should be reflected in new plans as well as on identifying challenges that should be addressed by discontinuation of unsuccessful actions or reworking of services that were promising. Our stakeholders have also been engaged in a facilitated process to identify barriers for our specific student groups and services targeting the removal of these barriers. Building on the big picture (LCAP) planning, stakeholders have also been specifically involved in the exploration of the seven supplemental instruction and support strategies for this plan.

FRA

- The Parent Advisory Committee has been meeting to identify barriers and needs related to academics and social emotional well being.

- ELO Planning has been an agenda item at multiple staff meetings which include both classified and certificated staff.
- Personal contacts are being made with parents and students regarding their interest and availability for summer and after hours services.

CIA

- Educational Services departments have involved all district Superintendents in planning through weekly zoom check-ins, System of Support Sessions (4) and Curriculum Breakfast/Lunch (2).

SSO

- Local community partners have been purposely involved in planning during recent Foster Youth Services Executive Council meetings.

SPED

- Stake holders including parents, staff members, and local agencies were surveyed to gain input on ELO planning and use of funds. All the feedback was taken and applied to planning.

Input from all sources described above were used to craft a plan designed to target and minimize or remove identified barriers, expand current programs identified as successful and support countywide goals and initiatives in coordination with the LCAP planning process and services associated with other federal emergency relief funds.

A description of how students will be identified and the needs of students will be assessed.

FRA

The academic needs of students are assessed and monitored using a variety of sources. STAR Renaissance is the primary source diagnostic assessment data for ELA and Math used, in the PLC process, to allocate resources (MTSS) and identify areas of focus for schoolwide, small group and individual students. Students are assessed using the STAR in reading and math 3 times per year (August/September, December/January and May/June). This data is also used for individual goal setting which is documented on students' individual learning plan (ILP). Results are also integrated in the Edgenuity where a customized MyPath curriculum is created.

The Edgenuity curriculum also provides continuous, detailed student engagement and performance reports that are used, during the PLC process, to guide daily instruction and to assign supplemental instructional resources.

Social Emotional wellbeing is evaluated through multiple measures but first and foremost through interpersonal interactions between students and staff. Staff are trained to watch for signs for emotional distress and in the multi-tiered supports available to attend to the identified needs. Attendance and engagement records are another source of information that is monitored closely to identify students who are isolating or not engaging. Finally a combination of Kelvin Pulse Surveys, Panorama Surveys and the California Healthy Kids Survey are used to identify patterns and/or individuals in need of some level of services. Service options include schoolwide, small

group and individual social emotional counseling. Partnerships through SSO and New Day Therapy provide more intensive, tier III supports. Students are monitored frequently through monthly Pulse Surveys, bi-annual Panorama Surveys and the California Healthy Kids Survey is administered to all 9th and 11th grade students every other year.

SPED

Special Education students are frequently assessed and monitored using an expanded battery of formal and informal assessment tools. Students are also assessed by the multidisciplinary team at their Triennial to ensure all areas of need are identified. Each student's IEP is set up to ensure academic and social-emotion benefit which is dependent on the students' ability and need. When students are in attendance for in person learning, each Special Education Teacher will work individually with the students to assess levels of current functioning. Health needs including hearing will be more intensely assessed and monitored to ensure we address barriers to instruction. There has been a huge increase in students with Autism and as we have begun returning to in person instruction, the need for student initial assessment has increased.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians of students identified as needing supplemental instruction and support will be notified of the availability of services and programs in writing using the primary language as applicable. Parents will also be personally contacted by phone, including use of the autodialer, information will be sent to the parent's email address, and posted on the website as appropriate.

A description of the LEA's plan to provide supplemental instruction and support.

Sutter County Superintendent of Schools is coordinating a broad spectrum of expanded learning opportunities for districts/schools across sutter county as well as for students in our county operated programs. All supplemental supports and services are being developed as part of our countywide, multi tiered system of supports. Tiered supports, as they relate to the seven strategies, are identified by each participating program in the descriptions below.

County operated programs such as Feather River Academy and Special Education are working to ensure that all plans for supplemental educational services account for engaging students who may have disengaged during distance and hybrid learning. Planning includes extra efforts to establish or reestablish a positive and responsive school climate. Related actions include additional staffing, professional development for all staff, incentive programs for students and increased efforts to assess and support identified academic and social emotional needs.

Strategy #1 - Extending Instructional Learning Time

FRA- In order to extend instructional learning time, an expanded and extended summer school will be offered to all students and will include additional Instructional Aide Support as well as field trip exploration opportunities for students. The focus of this time will be on

rigor, relevance and relationships. Students will focus on core skills, credit recovery as well as reconnecting with school through integration of team building activities.

Strategy #2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

FRA/PCA- Additional staffing will be added to provide targeted and supplemental academic and social emotional support through after hours tutoring, push-in and pull-out academic supports, and goal setting for post-high school success. Additional staff include adding a section of Math as well as Instructional Aides, at both FRA and PCA.

SPED- additional chromebooks and paraprofessional support that will give students access and more individualized instruction to support students close the learning gaps that have been created by the pandemic. The use of both technology and hand over hand instruction will enhance student learning and aid in the advancement of students meeting their individualized goals.

SSO- SCSOS will expand its current tutoring program to target homeless and foster youth to assist in mitigating learning loss. Homeless and Foster Youth throughout the county will be referred to tutoring by school counselors, social workers, or through identification of need during the Child/Family Team (CFT) meetings. Educational case managers will collect necessary data to assess the students' needs and make a determination of tutoring needs. Tutoring will be supported in person when appropriate and under most cases. Tutoring will be expanded beyond current services and include an intensive summer session with integrated SEL supports. In addition to academic tutoring support, SCSOS will contract with S4 Consultants to support student attendance and engagement through development and implementation of an MTSS model which will include an attendance/ engagement incentive program.

CIA - The Professional Development coordinators will provide direct support to teachers, paraprofessionals, and administrators in the areas of addressing learning loss and accelerating learning through intensive modules and ongoing coaching support. Staff have/will engage in the identification of priority content and prerequisite skills, scope and sequence as well designing formative and summative assessments. In order to provide quality professional learning in a virtual environment upgrades to zoom and the use of zoom room allow for the use of more targeted tools and enhancements to sessions.

Throughout the past year, English Learners across the county have suffered significant learning loss. In order to support English learners throughout the county, an intense focus on academic language, the development of English learner support programs and a focus on Integrated and Designated ELD will be supported by a contract with author and EL expert Theresa Hancock. Teachers, paraprofessionals, and administrators will engage in professional learning opportunities and direct coaching.

Strategy #3 - Integrated student supports to address other barriers to learning

FRA- An additional attendance support driver/supervisor will be used to address barriers to attendance and engagement in school. Decreases in student attendance have led to significant learning loss. In order to address that learning loss students need to be in

school. This additional staff will eliminate one barrier by providing individualized transportation and outreach to identified students. This will also improve school to home connections and improve overall attendance.

SPED- PROACT Training to provide positive behavioral intervention training to staff and to assist in behavioral interventions. Many of our students have intensive behavioral needs and in returning to school in person many students have regressed in this area and by providing extensive training to staff they will have the skills to provide interventions with students. A large barrier that we have in our programs are student behavior and by providing extensive training in this area the hope is to reduce behaviors and as a result increase the ability for students to access their academics.

SSO- In an effort to support the increasing demand for Student and staff Social Emotional Learning and Mental Wellness, SCSOS will extend the temporary counselor contract through June 2022 to assist with the identified needs based on the current MTSS counseling model. Students and staff identified to require more intensive support will be referred by the school counselors to the therapy via a contracted, local licensed provider. Supervised clinicians will facilitate group therapy on topics such as grief and anxiety in addition to providing individual therapy to Tier III students via the Student Care Team model. Additionally, school counselors will be available during summer school to support the SEL needs of the LEAs.

CIA - In order to best support the social emotional needs of staff and students, professional development coordinators will engage districts from across sutter county in the implementation of the new Health Education Framework which focuses on a comprehensive health education program for students. The emphasis on integrated SEL components within the framework allow teachers to infuse SEL topics across all content areas. In addition, Tina Boogren will be providing all administrators and teacher induction candidates with a session focused on addressing the SEL needs of adults in order to best support students.

SCSOS hosted 6 sessions of the Social Emotional Learning (SEL) Community of Practice in Spring 2021. We anticipate that the demand to continue to support Social Emotional Learning will grow. These SEL CoP will continue to be coordinated and hosted through the 2021-22 school year by two Student and Support Counselors. The CoP will on-board with a larger consortium of neighboring counties to expand our SEL community base.

Strategy #4 - Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

SSO- Student Support and Outreach will convert current space into a community learning hub to provide academic tutoring support and intervention to priority populations as well as provide individual and group therapy as needed by local contract providers to support the expanding mental health need for our LEAs.

PCA- Additional Chromebooks will provide students at Pathways Charter Academy access to.....

Strategy #6 - Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning

FRA/PCA- STAR Renaissance Assessments will be used as the primary diagnostic tool in both ELA and Math. STAR Renaissance assessments are integrated into the Edgenuity platform to create a MyPath for both FRA and PCA students and will be utilized by staff in monitoring student progress. STAR Renaissance will be administered multiple times throughout the year to track student progress and provide data in identifying strategic interventions through the assessment results.

SPED- Additional assessments will be provided to assist providers in the diagnostic assessments of students. Due to the pandemic and not being able to fully assess students in person, there has been a lag in assessments. The purchase of the ADOS, DAY-C and CTOP will enable us to assess students appropriately and identify areas of need to provide the correct interventions and special education supports. Our students all have significant disabilities and in person learning is key to their advancement. Moving forward, there will be increased need for assessments to properly identify students and assess current areas of need that exist.

SSO/CIA -Provide a program/data analyst to provide additional support and monitoring for implementation of supplemental programs and services. Support districts as they implement data management systems in order to provide support for students based on data.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$50,106	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$355,631	
Integrated student supports to address other barriers to learning	\$272,045	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$8,344	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0.00	
Additional academic services for students	\$145,797	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0.00	

Total Funds to implement the Strategies	\$831,923	
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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The Sutter County Superintendent of Schools office is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by ensuring all funding are braided to achieve the goals established within our LCAP. By identifying and prioritizing students' academic and social emotional needs, we are able to address immediate needs as well as create and fund a long term coordinated plan to best meet the needs of the district, staff, students, and community. The Expanded Learning Grant funds are primarily budgeted towards expanding instructional time by offering extended and expanded summer school and robust supplemental supports for both academics and social emotional needs during the regular school day. These include tutoring and accelerating progress through learning supports by providing targeted intervention during non-core times during the school day. ESSER funds are primarily budgeted to ensure safe facilities and adequate staffing to bring students back on campus and provide in person instruction to the greatest extent allowed under health and safety guidelines. ESSER funds will also be used to extend the most successful of these services into 2022/23 school year.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Agenda Item No. 10.0

BOARD AGENDA ITEM: Approve the 2021-2022 School Calendar for Feather River Academy

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

John Kovach

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Approve the 2021-2022 School Calendar for Feather River Academy

FEATHER RIVER ACADEMY STUDENT ATTENDANCE CALENDAR 2021-2022

	Legal Holiday
	Beginning & End of School
	Student Non Attendance Day
	Minimum Day
	End of Quarter
	Extended School Year

First Day August 5, 2021 (minimum day)
Last Day June 3, 2022

August 2021

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

18

September 2021

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

17

October 2021

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

20

Legal /Observed Holidays

- September 6, 2021 Labor Day
- November 11, 2021 Veteran's Day
- November 25, 2021 Thanksgiving Day
- December 25, 2021 Christmas Day
- January 1, 2022 New Year's Day
- January 17, 2022 Martin Luther King Day
- February 18, 2022 Lincoln's Birthday (observed)
- February 21, 2022 President's Day (observed)
- May 30, 2022 Memorial Day

November 2021

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

16

December 2021

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

13

January 2022

M	T	W	TH	F
3	4	12	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

19

Student Non-Attendance Days

- August 9, 2021-County Office
- November 22-26, 2021
- Dec. 20, 2020 - Dec. 31, 2021
- January 31-February 4, 2022 -PLC
- April 11-15, 2022

February 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

14

March 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

23

Extended School Year

- September 27-October 1, 2021
- June 6-24, 2022
- (July 5-15, 2022-Tentative)

April 2022

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

16

May 2022

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

21

First Semester = 84
Second Semester = 96

- 1st Quarter = 45
- 2nd Quarter = 39
- 3rd Quarter = 47
- 4th Quarter = 49

June 2022

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24

3

Days 180
Approved by Board TBD

Agenda Item No. 11.0

BOARD AGENDA ITEM: Approve the 2021-2022 School Calendar for Pathways Charter Academy

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

John Kovach

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Approve the 2021-2022 School Calendar for Pathways Charter Academy

**Pathways Charter Academy
STUDENT ATTENDANCE CALENDAR
2021-2022**

	Legal Holiday
	Beginning & End of School
	Student Non Attendance Day
	End of Quarter
	Extended School Year

First Day August 5, 2021
Last Day June 3, 2022

August 2021

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

18

September 2021

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

17

October 2021

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

20

Legal /Observed Holidays

- September 6, 2021 Labor Day
- November 11, 2021 Veteran's Day
- November 25, 2021 Thanksgiving Day
- December 25, 2021 Christmas Day
- January 1, 2022 New Year's Day
- January 17, 2022 Martin Luther King Day
- February 18, 2022 Lincoln's Birthday (observed)
- February 21, 2022 President's Day (observed)
- May 30, 2022 Memorial Day

November 2021

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

16

December 2021

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

13

January 2022

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

19

Student Non-Attendance Days

- August 9, 2021-County Office
- November 22-26, 2021
- Dec. 20, 2020 - Dec. 31, 2021
- January 31-February 4, 2022 -PLC
- April 11-15, 2022

March 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

23

Extended School Year

- September 27-October 1, 2021
- June 6-24, 2022
- (July 5-15, 2022-Tentative)

February 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

14

April 2022

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

16

May 2022

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

21

First Semester = 84
Second Semester = 96

- 1st Quarter = 45
- 2nd Quarter = 39
- 3rd Quarter = 47
- 4th Quarter = 49

June 2022

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24

3

Days 180
Approved by Board TBD

BOARD AGENDA ITEM: Set Date, Time and Place for Board Study Session

BOARD MEETING DATE: May 12, 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:

Set date, time and place for a Board study session to thoroughly review the Long Range Facilities Master Plan.