

# Agenda

---

## **SUTTER COUNTY BOARD OF EDUCATION**

### **Regular Meeting**

Wednesday, January 12, 2022 - 5:30 p.m.  
Sutter County Superintendent of Schools Office  
970 Klamath Lane – Board Room  
Yuba City, CA 95993

- *Public Hearing – Redistricting Following the 2020 Decennial Federal Census*

A full Board packet is available for review at the Sutter County Superintendent of Schools' website at [www.sutter.k12.ca.us](http://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:

June McJunkin, President  
Victoria Lachance, Vice President  
Jim Richmond, Member  
Harjit Singh, Member  
Ron Turner, Member

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

Members of the public wishing to address the Board on specific agenda items, or any item of interest that is within the subject matter jurisdiction of the Board, will be given an opportunity to do so. At the discretion of the Board president, time limits may be imposed upon such presentations. No action may be taken on items not appearing on the posted agenda.

5.0 Approve Minutes of the December 10, 2021, Regular Meeting  
**[Action Item]**

The minutes of the December 10, 2021, Meeting of the Sutter County Board of Education are presented for approval.

6.0 Facilities, Maintenance, Operations and Fleet (FMOF) Department Presentation – James Peters

7.0 School Accountability Report Cards – Brian Gault, Josh Harris and John Kovach

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

- 8.0 Business Services Report
  - 8.1 Monthly Financial Report – December 2021  
Nic Hooegeveen
  - 8.2 Donations – Ron Sherrod
  - 8.3 Facilities Update – Ron Sherrod

- 9.0 Resolution No. 21-22-VII Open a Student Financial Aid Fund at the Auditor-Treasurer  
Nic Hooegeveen – **[Action Item]**

Approve Resolution to Establish a Student Financial Aid Fund  
Open a Student.

- 10.0 Approval of Lease with Myriad Capital LLC  
Ron Sherrod **[Action Item]**

Approval of the Extension of Lease with Myriad Capital LLC that currently houses the One-Stop Program located at:

950 Tharp Road, #100  
Yuba City, CA 95993

- 10.0 Public Hearing – Redistricting Following the 2020 Decennial Federal Census

Members of the public may address the Board relative to the proposed adjustments to the trustee area boundaries of the Sutter County Board of Education.

- 11.0 Proposed Adjustments to the Trustee Area Boundaries of the Sutter County Board of Education – Superintendent Reusser

The Sutter County Board of Supervisors District Map, Option 9.1, will be presented for Board discussion in regards to adjusting the trustee area boundaries for the Sutter County Board of Education and mirroring District Map, Option 1.

- 12.0 Discussion and Possible Approval of Resolution No. 21-22-VIII Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code Section 54953  
Superintendent Reusser – **[Action Item]**

The Board will consider adopting Resolution No. 21-22-VIII to make a finding that the current circumstances meet the

requirements of AB 361 and Government Code section 5493 for the Board to conduct meetings remotely.

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.*

Agenda Item No. 5.0

BOARD AGENDA ITEM: Approve Minutes of the December 10, 2021, Regular Board Meeting

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

☒ Action

☐ Reports/Presentation

☐ Information

☐ Public Hearing

☐ Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Superintendent Tom Reusser

PRESENTING TO BOARD:

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The Minutes of the December 10, 2021, regular Board Meeting are presented for Approval.

**Unapproved**  
**SUTTER COUNTY BOARD OF EDUCATION MINUTES**  
**Regular Meeting**  
**December 10, 2021**

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Turner, 3:00 p.m., December 10, 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 Victoria Lachance.

3.0 Roll call of Members

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

Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Ron Sherrod, Joe Hendrix, Nic Hoogeveen, Brian Gault, Kristi Johnson, John Kovach, James Peters and Maggie Nicoletti

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

None

5.0 Reorganization of the Sutter County Board of Education

5.1 Election of Board President

Board President Turner opened nominations for the office of President. Victoria Lachance nominated June McJunkin for President of the Sutter County Board of Education. There being no further nominations, President Turner closed the nominations.

A motion was made to elect June McJunkin to serve as President of the Sutter County Board of Education December 2021 through November 2022.

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

5.2 Election of Board Vice President

President Turner continued chairing the meeting and opened nominations for the office of Vice President. June McJunkin nominated Victoria Lachance for Vice President. There being no

further nominations, Outgoing President Turner closed the nominations.

A motion was made to elect Victoria Lachance to serve as Vice President of the Sutter County Board of Education December 2021 through November 2022.

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

5.3 Set Location, Time, Meeting Dates and Adopt 2022 Calendar

A motion was made to adopt the 2022 Sutter County Board of Education calendar with the exception of changing the time of the December 14, 2022, meeting to begin at 5:30 p.m.

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

6.0 Approve Minutes of the November 10, 2021 Regular Meeting

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

*Motion:* Richmond *Seconded:* Singh  
*Action:* Motion Carried  
*Ayes:* 4 (Richmond, Singh, McJunkin and Lachance)  
*Noes:* 0  
*Absent:* 0 *Abstain:* 1 (Turner)

7.0 Educational Services Department Presentation

Brian Gault stated Shady Creek is a new addition under Ed Services and presented an organizational chart for the Ed Services Department. Kristi Johnson presented a PowerPoint. The PowerPoint outlined the functions of the Ed Services and CIA Departments. John Kovach presented a PowerPoint on Feather River Academy.

8.0 Approve Sutter County Superintendent of Schools' First Interim Report 2020-2021

Nic presented the Schools' First Interim Report for 2022-2021 with the Board. He referenced certain sections of the report and asked the Board if

there were any questions. Discussion of the Sutter County Superintendent of Schools' First Interim Report followed the presentation.

A motion was made to approve Sutter County Superintendent of Schools' First Interim Report 2020-2021.

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

9.0 Quarterly Update of Master Plan

James reviewed the Site Profile Worksheet that was included in the Board Packet. He asked for Board feedback regarding the format. The Board liked the single page format acknowledging it was much easier to read. June stated for the bigger projects; perhaps the report could be more detailed.

10.0 Sutter County Career Training Center Compliance for Student Financial Assistance Report

Ron reviewed the report and stated that it ensures we are in compliance with Title IV. Another same day audit sheet will be presented to the Board next month. Discussion continued with the Board Members.

A motion was made to approve the Sutter County Career Training Center Compliance for Student Financial Assistance Report.

|                 |  |                  |          |
|-----------------|--|------------------|----------|
| <i>Motion:</i>  | Richmond   | <i>Seconded:</i> | Lachance |
| <i>Action:</i>  | Motion Carried   |                  |          |
| <i>Ayes:</i>    | 4 (Richmond, Lachance, Singh and Turner)   |                  |          |
| <i>Noes:</i>    | 0  |                  |          |
| <i>Absent:</i>  | 1 (McJunkin needed to step out of the meeting for a moment and was not present for the vote) |                  |          |
| <i>Abstain:</i> | 0  |                  |          |

11.0 Educator Effectiveness Block Grant – Sutter County Superintendent of Schools

Brian stated the Educator Effectiveness Block Grant – Sutter County Superintendent of Schools was brought to the Board in November. There were a couple of minor edits which Brian reviewed with the Board.

Motion was made to approve Educator Effectiveness Black Grant – Sutter County Superintendent of Schools.

*Motion:* Richmond *Seconded:* Singh  
*Action:* Motion Carried  
*Ayes:* 4 (Richmond, Lachance, Singh and Turner)  
*Noes:* 0  
*Absent:* 1 (McJunkin needed to step out of the meeting for a moment and was not present for the vote)  
*Abstain:* 0

12.0 Educator Effectiveness Block Grant – Pathways Charter Academy

The Educator Effectiveness Block Grant – Pathways Charter Academy was presented to the Board in November. There have been no changes made since the presentation.

Motion was made to approve Educator Effectiveness Black Grant – Pathways Charter Academy.

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

13.0 Discussion and Possible Approval of Resolution No. 21-22-VI Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code Section 54953

Motion denied.

Roll call vote: McJunkin, no; Singh, no; Lachance, no; Richmond, no; and Turner, no.

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

14.0 Items from the Superintendent/Board

Tom stated we had three Board Members attend the CSBA AEC Annual Conference.

February 8, 2022, Shady Creek will be open to students. YCUSD will not be participating in in-person attendance. Most of our smalls will be there; at this point there may only be one week open.

Interviews were held today for open positions at Shady Creek. Chris Little will be running the programs at Shady Creek as the new director.



We are waiting on one school district to reach out to their Board to give their support to the letter SCSOS, along with other county offices, will be sending to Governor Newsom regarding mask mandates and possible exemptions.

The court hearing for PCA was held and we are waiting on the results. Redistricting following the 2020 Decennial Census will be placed on the January 2022 agenda for discussion.

June stated of the three Board Members that attended the CSBA AEC conference, most of them attended different breakout sessions and each reported on their experience; they all attended the CCBE breakfast.

#### 15.0 Adjournment

A motion was made to adjourn the meeting 4:33 p.m.

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

Agenda Item No. 6.0

BOARD AGENDA ITEM: Facilities, Maintenance, Operations and Fleet (FMOF)  
Department Presentation

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

       Action

  ✓   Reports/Presentation

       Information

       Public Hearing

       Other (specify)

PREPARED BY:

James Peters

SUBMITTED BY:

James Peters

PRESENTING TO BOARD:

James Peters

BACKGROUND AND SUMMARY INFORMATION:

James Peters, Director of Facilities, Maintenance, Operations and Fleet, will present a department overview to the Board.

BOARD AGENDA ITEM: School Accountability Report Card (SARC)

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Josh Harris,  
John Kovach

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The locally provided data for the 2020-21 School Accountability Report Cards is prepared per state requirements for Sutter County Special Education, Feather River Academy and Pathways Charter Academy.

The February 1 deadline for posting the SARC is a legal statute with no extension allowed. Based on this requirement, the Word templates presented tonight include all available “data provided by LEA” (DPL). The California Department of Education will upload remaining data fields (indicated by DPC) during the month of January. The completed SARC will be presented at the February Board Meeting as an information item.

# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## For *Feather River Academy*

**Address:** 1895 Lassen Blvd

**Phone:** (530)822-2400

**Principal:** John Kovach

**Grade Span:** 7-12

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

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

### **DataQuest**

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

### **California School Dashboard**

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

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

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

**Table 2: School Contact Information (School Year 2021–2022)**

| Entity                            | Contact Information         |
|-----------------------------------|-----------------------------|
| School Name                       | Feather River Academy       |
| Street                            | 1895 Lassen Blvd.           |
| City, State, Zip                  | Yuba City, CA 95993         |
| Phone Number                      | (530) 822-2400              |
| Principal                         | John Kovach, Principal      |
| Email Address                     | johnk@sutter.k12.ca.us      |
| Website                           | http://www.sutter.k12.ca.us |
| County-District-School (CDS) Code | 51105120114207              |

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

Feather River Academy (FRA) was established in 2005 and serves as one of two county community schools in Sutter County. FRA is a part of the Sutter County Superintendent of Schools county office of education. FRA is a program that is designed to meet the needs of students who may not find success in the normal comprehensive high school and middle school setting. FRA accepts referrals for Sutter, Yuba and Colusa county students whom are referred through expulsion, probation, or district referral. FRA is designed to provide a unique individualized educational setting to assist students in reaching their academic and personal goals. FRA promotes respect for cultural diversity and inspires integrity and respect of self and others. Classroom practices foster intellectual and social development; engage students in problem solving, higher order thinking skills and learning activities that make the subject matter relevant to daily life. Furthermore, through the daily incorporation of Positive Behavior Interventions and Supports (PBIS) and our Professional Learning Communities (PLC) practices which re-enforce our school wide academic and behavioral expectations, we strive to equip students with the skills and knowledge that empower them to be ethical, literate, responsible and contributing members of their community.

Our Mission is:

- In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, Feather River Academy ensures that all families and students are welcomed and encouraged to be connected to the school. By promoting and modeling healthy relationships with peers and families, FRA provides a balanced,

varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

Our Vision Is to:

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

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

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 0                         |
| <b>Grade 1</b>          | 0                         |
| <b>Grade 2</b>          | 0                         |
| <b>Grade 3</b>          | 0                         |
| <b>Grade 4</b>          | 0                         |
| <b>Grade 5</b>          | 0                         |
| <b>Grade 6</b>          | 0                         |
| <b>Grade 7</b>          | 1                         |
| <b>Grade 8</b>          | 1                         |
| <b>Grade 9</b>          | 4                         |
| <b>Grade 10</b>         | 9                         |
| <b>Grade 11</b>         | 13                        |
| <b>Grade 12</b>         | 21                        |
| <b>Total Enrollment</b> | 49                        |

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

| <b>Student Group</b>                       | <b>Percent of<br/>Total Enrollment</b> |
|--|--|
| <b>Female</b>                              | 22.40                                  |
| <b>Male</b>                                | 77.60                                  |
| <b>Non-Binary</b>                          | 0                                      |
| <b>American Indian or Alaska Native</b>    | 2.00                                   |
| <b>Asian</b>                               | 4.10                                   |
| <b>Black or African American</b>           | 2.00                                   |
| <b>Filipino</b>                            | 0                                      |
| <b>Hispanic or Latino</b>                  | 55.10                                  |
| <b>Native Hawaiian or Pacific Islander</b> | 0                                      |
| <b>Two or More Races</b>                   | 0                                      |
| <b>White</b>                               | 34.70                                  |
| <b>English Learners</b>                    | 10.20                                  |
| <b>Foster Youth</b>                        | 0                                      |
| <b>Homeless</b>                            | 8.20                                   |
| <b>Migrant</b>                             | 0                                      |
| <b>Socioeconomically Disadvantaged</b>     | 93.90                                  |
| <b>Students with Disabilities</b>          | 51.00                                  |

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

**Table 6: Teacher Preparation and Placement (School Year 2019–2020)**

| Authorization/<br>Assignment   | School<br>Number | School<br>Percent | District<br>Number | District<br>Percent | State<br>Number | State<br>Percent |
|--|------------------|-------------------|--------------------|---------------------|-----------------|------------------|
| Fully (Preliminary or Clear)<br>Credentialed for Subject<br>and Student Placement<br>(properly assigned) | [DPC]            | [DPC]             | [DPC]              | [DPC]               | [DPC]           | [DPC]            |
| Intern Credential Holders<br>Properly Assigned   | [DPC]            | [DPC]             | [DPC]              | [DPC]               | [DPC]           | [DPC]            |
| Teachers Without<br>Credentials and<br>Misassignments<br>("ineffective" under ESSA)                      | [DPC]            | [DPC]             | [DPC]              | [DPC]               | [DPC]           | [DPC]            |
| Credentialed Teachers<br>Assigned Out-of-Field<br>("out-of-field" under ESSA)                            | [DPC]            | [DPC]             | [DPC]              | [DPC]               | [DPC]           | [DPC]            |
| Unknown  | [DPC]            | [DPC]             | [DPC]              | [DPC]               | [DPC]           | [DPC]            |
| <b>Total Teaching Positions</b>  | [DPC]            | [DPC]             | [DPC]              | [DPC]               | [DPC]           | [DPC]            |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA) (School Year 2019–2020)**

| Authorization/Assignment                                     | Number |
|--|--------|
| Permits and Waivers  | [DPC]  |
| Misassignments   | [DPC]  |
| Vacant Positions   | [DPC]  |
| <b>Total Teachers Without Credentials and Misassignments</b> | [DPC]  |

**Table 8: Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

| Indicator  | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | [DPC]  |
| Local Assignment Options                               | [DPC]  |
| <b>Total Out-of-Field Teachers</b>                     | [DPC]  |



**Table 9: Class Assignments (School Year 2019–2020)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | [DPC]   |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | [DPC]   |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

*Year and month in which the data were collected:* September 2021

| Subject                                    | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts                      | Edgenuity/2020   | Yes                        | 0  |
| Mathematics                                | Edgenuity/2020   | Yes                        | 0  |
| Science                                    | Edgenuity/2020   | Yes                        | 0  |
| History-Social Science                     | Edgenuity/2020   | Yes                        | 0  |
| Foreign Language                           | Edgenuity/2020   | Yes                        | 0  |
| Health                                     | Edgenuity/2020   | Yes                        | 0  |
| Visual and Performing Arts                 | Edgenuity/2020   | Yes                        | 0  |
| Science Laboratory Equipment (grades 9-12) | N/A  | N/A                        | N/A  |

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

**Table 11: School Facility Conditions and Planned Improvements**

The school achieved an overall ranking of 98% "Good" on the FIT assessment. This indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

**Table 12: School Facility Good Repair Status**

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

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

**Year and month of the most recent FIT report:** August 2021

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | X         |           |           | N/A   |
| <b>Interior: Interior Surfaces</b>                                      |           | X         |           | HVAC condensation line was cleared.<br><br>Stained ceiling tile was identified and scheduled for replacement. |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | X         |           |           | N/A   |
| <b>Electrical: Electrical</b>   | X         |           |           | N/A   |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | X         |           |           | N/A   |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | X         |           |           | Propane storage was addressed.  |
| <b>Structural: Structural Damage, Roofs</b>                             | X         |           |           | N/A   |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | X         |           |           | N/A   |

### Overall Facility Rate

**Year and month of the most recent FIT report:** August 2021

**Table 13: Overall Rating**

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;

- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completing a state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject   | School<br>2019–<br>2020 | School<br>2020–<br>2021 | District<br>2019–<br>2020 | District<br>2020–<br>2021 | State<br>2019–<br>2020 | State<br>2020–<br>2021 |
|---|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| <b>English Language<br/>Arts/Literacy<br/>(grades 3-8 and 11)</b> | N/A                     | N/A                     | N/A                       | N/A                       | N/A                    | N/A                    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                        | N/A                     | N/A                     | N/A                       | N/A                       | N/A                    | N/A                    |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 16: CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 19: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject                                     | School<br>2019–<br>2020 | School<br>2020–<br>2021 | District<br>2019–<br>2020 | District<br>2020–<br>2021 | State<br>2019–<br>2020 | State<br>2020–<br>2021 |
|---|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| Science<br>(grades 5, 8 and<br>high school) | N/A                     | [DPC]                   | N/A                       | [DPC]                     | N/A                    | [DPC]                  |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2020–2021)**

| Student Group  | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Female   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Male   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| American Indian or<br>Alaska Native                    | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Asian  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Black or African<br>American                           | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Filipino   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Hispanic or Latino                                     | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Native Hawaiian or<br>Pacific Islander                 | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Two or More Races                                      | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| White  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| English Learners                                       | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Foster Youth   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Homeless   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Military   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Socioeconomically<br>Disadvantaged                     | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Students<br>Receiving Migrant<br>Education<br>Services | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| Students with<br>Disabilities                          | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 21: Career Technical Education Programs (School Year 2020–2021)**

When students enroll at Feather River Academy, part of the intake process is to provide a thorough process where data is gathered through multiple means and assessments to gather as much information as possible when creating an Individual Learning Plan (ILP) for each student. Part of this intake includes a 4-step career inventory through a program called Virtual Job Shadow that helps guide students toward a career path that they are highly interested in pursuing. By combining data gathered through academic assessments, personal surveys, and career inventories, staff works with students and their families to identify strengths and areas for growth. FRA staff, counselors and Administration work with students to set goals and to identify any barriers that may hinder student progress. After identifying these barriers, staff identify resources such as transportation, child care, career guidance, and mentors as well as many other resources to promote success. Students will then be guided towards the appropriate CTE courses that match their interests and goals.

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

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



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

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

Sutter County ROP Staff: Assistant Superintendent- Eric Pomeroy, Doug Ahlers,  
Feather River Academy Principal- John Kovach,  
Sutter County Superintendent of School Staff: Superintendent Tom Reusser,  
Assistant Superintendent Brian Gault  
Community members, industry representatives and mentors from the tri-county area.

**Table 22: Career Technical Education (CTE) Participation  
(School Year 2020–2021)**

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

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission          | [DPC]   |
| 2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission | [DPC]   |

### **State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## C. Engagement

### State Priority: Parental Involvement

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

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

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

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

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

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

### State Priority: Pupil Engagement

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

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

**Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

[illegible]

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2020–2021)**

| <b>Student Group</b>                                     | <b>Number of<br/>Students in<br/>Cohort</b> | <b>Number of<br/>Cohort<br/>Graduates</b> | <b>Cohort<br/>Graduation<br/>Rate</b> |
|--|---|---|---------------------------------------|
| <b>All Students</b>                                      | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Female</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Male</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Non-Binary</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>American Indian or Alaska Native</b>                  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Asian</b>   | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Black or African American</b>                         | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Filipino</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Hispanic or Latino</b>                                | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Native Hawaiian or Pacific Islander</b>               | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Two or More Races</b>                                 | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>White</b>   | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>English Learners</b>                                  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Foster Youth</b>                                      | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Homeless</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Socioeconomically Disadvantaged</b>                   | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Students Receiving Migrant Education<br/>Services</b> | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Students with Disabilities</b>                        | [DPC]                                       | [DPC]                                     | [DPC]                                 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group  
(School Year 2020–2021)**

| <b>Student Group</b>                                 | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|--|------------------------------|--|----------------------------------|---------------------------------|
| <b>All Students</b>                                  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Female</b>  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Male</b>  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>American Indian or Alaska Native</b>              | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Asian</b>   | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Black or African American</b>                     | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Filipino</b>                                      | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Hispanic or Latino</b>                            | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Native Hawaiian or Pacific Islander</b>           | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Two or More Races</b>                             | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>White</b>   | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>English Learners</b>                              | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Foster Youth</b>                                  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Homeless</b>                                      | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Socioeconomically Disadvantaged</b>               | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Students Receiving Migrant Education Services</b> | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Students with Disabilities</b>                    | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |

## **State Priority: School Climate**

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

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

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

| Rate               | School<br>2018–<br>2019 | School<br>2020–<br>2021 | District<br>2018–<br>2019 | District<br>2020–<br>2021 | State<br>2018–<br>2019 | State<br>2020–<br>2021 |
|--------------------|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| <b>Suspensions</b> | [DPC]                   | [DPC]                   | [DPC]                     | [DPC]                     | [DPC]                  | [DPC]                  |
| <b>Expulsions</b>  | [DPC]                   | [DPC]                   | [DPC]                     | [DPC]                     | [DPC]                  | [DPC]                  |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate               | School<br>2019–<br>2020 | District<br>2019–<br>2020 | State<br>2019–<br>2020 |
|--------------------|-------------------------|---------------------------|------------------------|
| <b>Suspensions</b> | [DPC]                   | [DPC]                     | [DPC]                  |
| <b>Expulsions</b>  | [DPC]                   | [DPC]                     | [DPC]                  |

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

**Table 31: Suspensions and Expulsions by Student Group**  
(School Year 2020–2021)

| Student Group  | Suspensions<br>Rate | Expulsions<br>Rate |
|--|---------------------|--------------------|
| <b>All Students</b>                                  | [DPC]               | [DPC]              |
| <b>Female</b>  | [DPC]               | [DPC]              |
| <b>Male</b>  | [DPC]               | [DPC]              |
| <b>Non-Binary</b>                                    | [DPC]               | [DPC]              |
| <b>American Indian or Alaska Native</b>              | [DPC]               | [DPC]              |
| <b>Asian</b>   | [DPC]               | [DPC]              |
| <b>Black or African American</b>                     | [DPC]               | [DPC]              |
| <b>Filipino</b>                                      | [DPC]               | [DPC]              |
| <b>Hispanic or Latino</b>                            | [DPC]               | [DPC]              |
| <b>Native Hawaiian or Pacific Islander</b>           | [DPC]               | [DPC]              |
| <b>Two or More Races</b>                             | [DPC]               | [DPC]              |
| <b>White</b>   | [DPC]               | [DPC]              |
| <b>English Learners</b>                              | [DPC]               | [DPC]              |
| <b>Foster Youth</b>                                  | [DPC]               | [DPC]              |
| <b>Homeless</b>                                      | [DPC]               | [DPC]              |
| <b>Socioeconomically Disadvantaged</b>               | [DPC]               | [DPC]              |
| <b>Students Receiving Migrant Education Services</b> | [DPC]               | [DPC]              |
| <b>Students with Disabilities</b>                    | [DPC]               | [DPC]              |

**Table 32: School Safety Plan (School Year 2021–2022)**

The FRA Safety Plan was reviewed and revised in 2021 by a school site team comprised of parents, staff, and administration. The Safe School Plan was presented to SCSOS Safety Committee for input and approval.

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

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

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

## **D. Other SARC Information**

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

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019)**

| <b>Grade Level</b> | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-20</b> | <b>Number of Classes*<br/>21-32</b> | <b>Number of Classes*<br/>33+</b> |
|--------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| <b>K</b>           | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |
| <b>1</b>           | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |
| <b>2</b>           | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |
| <b>3</b>           | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |
| <b>4</b>           | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |
| <b>5</b>           | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |
| <b>6</b>           | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |
| <b>Other**</b>     | [DPC]                     | [DPC]                              | [DPC]                               | [DPC]                             |

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

\*\* “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2019–2020)

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

\*\* “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2020–2021)

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

\*\* “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)**  
(School Year 2018–2019)

| Subject               | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Mathematics           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Science               | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Social Science        | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |



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

**Table 37: Average Class Size and Class Size Distribution (Secondary)**  
(School Year 2019–2020)

| <b>Subject</b>               | <b>Average<br/>Class<br/>Size</b> | <b>Number<br/>of<br/>Classes*<br/>1-22</b> | <b>Number<br/>of<br/>Classes*<br/>23-32</b> | <b>Number<br/>of<br/>Classes*<br/>33+</b> |
|------------------------------|-----------------------------------|--|---|---|
| <b>English Language Arts</b> | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Mathematics</b>           | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Science</b>               | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Social Science</b>        | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |

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

**Table 38: Average Class Size and Class Size Distribution (Secondary)**  
(School Year 2020–2021)

| Subject               | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Mathematics           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Science               | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Social Science        | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

**Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | [DPC] |

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

**Table 40: Student Support Services Staff (School Year 2020–2021)**

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

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

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries  
(Fiscal Year 2019–2020)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$32,182.88                  | \$3,784.97                          | \$28,397.92                           | \$74,282.47            |
| District                                      | N/A                          | N/A                                 | --                                    | [DPC]                  |
| Percent Difference – School Site and District | N/A                          | N/A                                 | --                                    | --                     |
| State   | N/A                          | N/A                                 | [DPC]                                 | [DPC]                  |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | [DPL]                                 | [DPL]                  |

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

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

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

#### Academic Supports:

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

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

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

#### Behavioral Supports:

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

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

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

| Category   | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | [DPC]           | [DPC]  |
| <b>Mid-Range Teacher Salary</b>                      | [DPC]           | [DPC]  |
| <b>Highest Teacher Salary</b>                        | [DPC]           | [DPC]  |
| <b>Average Principal Salary (Elementary)</b>         | [DPC]           | [DPC]  |
| <b>Average Principal Salary (Middle)</b>             | [DPC]           | [DPC]  |
| <b>Average Principal Salary (High)</b>               | [DPC]           | [DPC]  |
| <b>Superintendent Salary</b>                         | [DPC]           | [DPC]  |
| <b>Percent of Budget for Teacher Salaries</b>        | [DPC]           | [DPC]  |
| <b>Percent of Budget for Administrative Salaries</b> | [DPC]           | [DPC]  |

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

**Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)**

Percent of Students in AP Courses: [DPC]

| <b>Subject</b>                   | <b>Number of<br/>AP Courses Offered*</b> |
|----------------------------------|--|
| <b>Computer Science</b>          | [DPC]                                    |
| <b>English</b>                   | [DPC]                                    |
| <b>Fine and Performing Arts</b>  | [DPC]                                    |
| <b>Foreign Language</b>          | [DPC]                                    |
| <b>Mathematics</b>               | [DPC]                                    |
| <b>Science</b>                   | [DPC]                                    |
| <b>Social Science</b>            | [DPC]                                    |
| <b>Total AP Courses Offered*</b> | [DPC]                                    |

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

**Table 45: Professional Development**

| <b>Measure</b>   | <b>2019–<br/>2020</b> | <b>2020–<br/>2021</b> | <b>2021–<br/>2022</b> |
|--|-----------------------|-----------------------|-----------------------|
| <b>Number of school days dedicated to Staff<br/>Development and Continuous Improvement</b> | 3                     | 15                    | 17                    |

# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## *For Pathways Charter Academy*

**Address:** 1895 Lassen Blvd.

**Principal:** John Kovach

**Phone:** (530)822-2401

**Grade Span:** K-12

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

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

### **DataQuest**

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

### **California School Dashboard**

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

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

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

**Table 2: School Contact Information (School Year 2021–2022)**

| Entity                            | Contact Information   |
|-----------------------------------|---|
| School Name                       | Pathways Charter Academy  |
| Street                            | 1895 Lassen Blvd  |
| City, State, Zip                  | Yuba City, CA 95993   |
| Phone Number                      | (530)822-2401   |
| Principal                         | John Kovach   |
| Email Address                     | johnk@sutter.k12.ca.us  |
| Website                           | <a href="https://www.pathwayscharteracademy.org/">https://www.pathwayscharteracademy.org/</a> |
| County-District-School (CDS) Code | 5110512014052   |

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

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



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

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 0                         |
| <b>Grade 1</b>          | 0                         |
| <b>Grade 2</b>          | 0                         |
| <b>Grade 3</b>          | 0                         |
| <b>Grade 4</b>          | 0                         |
| <b>Grade 5</b>          | 0                         |
| <b>Grade 6</b>          | 0                         |
| <b>Grade 7</b>          | 1                         |
| <b>Grade 8</b>          | 2                         |
| <b>Grade 9</b>          | 0                         |
| <b>Grade 10</b>         | 0                         |
| <b>Grade 11</b>         | 2                         |
| <b>Grade 12</b>         | 12                        |
| <b>Total Enrollment</b> | 17                        |

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

| <b>Student Group</b>                       | <b>Percent of Total Enrollment</b> |
|--|------------------------------------|
| <b>Female</b>                              | 35.3                               |
| <b>Male</b>                                | 64.7                               |
| <b>Non-Binary</b>                          | 0                                  |
| <b>American Indian or Alaska Native</b>    | 0                                  |
| <b>Asian</b>                               | 5.9                                |
| <b>Black or African American</b>           | 5.9                                |
| <b>Filipino</b>                            | 0                                  |
| <b>Hispanic or Latino</b>                  | 29.4                               |
| <b>Native Hawaiian or Pacific Islander</b> | 0                                  |
| <b>Two or More Races</b>                   | 5.9                                |
| <b>White</b>                               | 41.2                               |
| <b>English Learners</b>                    | 11.8                               |
| <b>Foster Youth</b>                        | 0                                  |
| <b>Homeless</b>                            | 5                                  |
| <b>Migrant</b>                             | 0                                  |
| <b>Socioeconomically Disadvantaged</b>     | 88.2                               |
| <b>Students with Disabilities</b>          | 5.9                                |

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

**Table 6: Teacher Preparation and Placement (School Year 2019–2020)**

| <b>Authorization/<br/>Assignment</b>   | <b>School<br/>Number</b> | <b>School<br/>Percent</b> | <b>District<br/>Number</b> | <b>District<br/>Percent</b> | <b>State<br/>Number</b> | <b>State<br/>Percent</b> |
|--|--------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|--------------------------|
| <b>Fully (Preliminary or Clear)<br/>Credentialed for Subject<br/>and Student Placement<br/>(properly assigned)</b> | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Intern Credential Holders<br/>Properly Assigned</b>   | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Teachers Without<br/>Credentials and<br/>Misassignments<br/>("ineffective" under ESSA)</b>                      | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Credentialed Teachers<br/>Assigned Out-of-Field<br/>("out-of-field" under ESSA)</b>                             | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Unknown</b>   | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Total Teaching Positions</b>  | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA) (School Year 2019–2020)**

| <b>Authorization/Assignment</b>                              | <b>Number</b> |
|--|---------------|
| <b>Permits and Waivers</b>                                   | [DPC]         |
| <b>Misassignments</b>  | [DPC]         |
| <b>Vacant Positions</b>                                      | [DPC]         |
| <b>Total Teachers Without Credentials and Misassignments</b> | [DPC]         |

**Table 8: Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

| <b>Indicator</b>  | <b>Number</b> |
|---|---------------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | [DPC]         |
| <b>Local Assignment Options</b>                               | [DPC]         |
| <b>Total Out-of-Field Teachers</b>                            | [DPC]         |

**Table 9: Class Assignments (School Year 2019–2020)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | [DPC]   |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | [DPC]   |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

*Year and month in which the data were collected:* September 2021

| Subject                                    | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts                      | Edgenuity/2020   | Yes                        | 0  |
| Mathematics                                | Edgenuity/2020   | Yes                        | 0  |
| Science                                    | Edgenuity/2020   | Yes                        | 0  |
| History-Social Science                     | Edgenuity/2020   | Yes                        | 0  |
| Foreign Language                           | Edgenuity/2020   | Yes                        | 0  |
| Health                                     | Edgenuity/2020   | Yes                        | 0  |
| Visual and Performing Arts                 | Edgenuity/2020   | Yes                        | 0  |
| Science Laboratory Equipment (grades 9-12) | N/A  | N/A                        | N/A  |

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

**Table 11: School Facility Conditions and Planned Improvements**

The school achieved an overall ranking of 100% or "exemplary" on the FIT assessment. All systems were 100% "in good repair."

**Table 12: School Facility Good Repair Status**

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

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

**Year and month of the most recent FIT report:** August 2021

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                      | X         |           |           | N/A                                       |
| <b>Interior: Interior Surfaces</b>                                     | X         |           |           | N/A                                       |
| <b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>       | X         |           |           | N/A                                       |
| <b>Electrical: Electrical</b>  | X         |           |           | N/A                                       |
| <b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>                 | X         |           |           | N/A                                       |
| <b>Safety: Fire Safety, Hazardous Materials</b>                        | X         |           |           | N/A                                       |
| <b>Structural: Structural Damage, Roofs</b>                            | X         |           |           | N/A                                       |
| <b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b> | X         |           |           | N/A                                       |

### Overall Facility Rate

**Year and month of the most recent FIT report:** August 2021

**Table 13: Overall Rating**

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;

- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject   | School<br>2019–<br>2020 | School<br>2020–<br>2021 | District<br>2019–<br>2020 | District<br>2020–<br>2021 | State<br>2019–<br>2020 | State<br>2020–<br>2021 |
|---|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | N/A                     | N/A                     | N/A                       | N/A                       | N/A                    | N/A                    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | N/A                     | N/A                     | N/A                       | N/A                       | N/A                    | N/A                    |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**Table 16: CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 19: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject  | School<br>2019–<br>2020 | School<br>2020–<br>2021 | District<br>2019–<br>2020 | District<br>2020–<br>2021 | State<br>2019–<br>2020 | State<br>2020–<br>2021 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| <b>Science<br/>(grades 5, 8 and<br/>high school)</b> | N/A                     | [DPC]                   | N/A                       | [DPC]                     | N/A                    | [DPC]                  |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2020–2021)**

| Student Group  | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| <b>All Students</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Female</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Male</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>American Indian or<br/>Alaska Native</b>                      | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Asian</b>   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Black or African<br/>American</b>                             | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Filipino</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Hispanic or Latino</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Native Hawaiian or<br/>Pacific Islander</b>                   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Two or More Races</b>   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>White</b>   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>English Learners</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Foster Youth</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Homeless</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Military</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Socioeconomically<br/>Disadvantaged</b>                       | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Students<br/>Receiving Migrant<br/>Education<br/>Services</b> | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Students with<br/>Disabilities</b>                            | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 21: Career Technical Education Programs (School Year 2020–2021)**

When students enroll at Pathways Charter Academy, part of the intake process is to provide a thorough process where data is gathered through multiple means and assessments to gather as much information as possible when creating an Individual Learning Plan (ILP) for each student. Part of this intake includes a 4-step career inventory through a program called Virtual Job Shadow that helps guide students toward a career path that they are highly interested in pursuing. By combining data gathered through academic assessments, personal surveys, and career inventories, staff works with students and their families to identify strengths and areas for growth. PCA staff, counselors and Administration work with students to set goals and to identify any barriers that may hinder student progress. After identifying these barriers, staff identify resources such as transportation, child care, career guidance, and mentors as well as many other resources to promote success. Students will then be guided towards the appropriate CTE courses that match their interests and goals.

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

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

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

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

Sutter County ROP Staff: Assistant Superintendent- Eric Pomeroy, Doug Ahlers,  
Pathways Charter Academy Principal- John Kovach,

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

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

**Table 22: Career Technical Education (CTE) Participation  
(School Year 2020–2021)**

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

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission          | [DPC]   |
| 2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission | [DPC]   |

## **State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## C. Engagement

### State Priority: Parental Involvement

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

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

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

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

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

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

### State Priority: Pupil Engagement

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

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

**Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

[illegible]

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2020–2021)**

| <b>Student Group</b>                                     | <b>Number of<br/>Students in<br/>Cohort</b> | <b>Number of<br/>Cohort<br/>Graduates</b> | <b>Cohort<br/>Graduation<br/>Rate</b> |
|--|---|---|---------------------------------------|
| <b>All Students</b>                                      | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Female</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Male</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Non-Binary</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>American Indian or Alaska Native</b>                  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Asian</b>   | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Black or African American</b>                         | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Filipino</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Hispanic or Latino</b>                                | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Native Hawaiian or Pacific Islander</b>               | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Two or More Races</b>                                 | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>White</b>   | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>English Learners</b>                                  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Foster Youth</b>                                      | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Homeless</b>  | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Socioeconomically Disadvantaged</b>                   | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Students Receiving Migrant Education<br/>Services</b> | [DPC]                                       | [DPC]                                     | [DPC]                                 |
| <b>Students with Disabilities</b>                        | [DPC]                                       | [DPC]                                     | [DPC]                                 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group  
(School Year 2020–2021)**

| <b>Student Group</b>                                 | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|--|------------------------------|--|----------------------------------|---------------------------------|
| <b>All Students</b>                                  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Female</b>  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Male</b>  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>American Indian or Alaska Native</b>              | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Asian</b>   | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Black or African American</b>                     | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Filipino</b>                                      | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Hispanic or Latino</b>                            | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Native Hawaiian or Pacific Islander</b>           | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Two or More Races</b>                             | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>White</b>   | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>English Learners</b>                              | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Foster Youth</b>                                  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Homeless</b>                                      | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Socioeconomically Disadvantaged</b>               | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Students Receiving Migrant Education Services</b> | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Students with Disabilities</b>                    | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |

## **State Priority: School Climate**

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

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



**Table 29: Suspensions and Expulsions**

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

| Rate               | School<br>2018–<br>2019 | School<br>2020–<br>2021 | District<br>2018–<br>2019 | District<br>2020–<br>2021 | State<br>2018–<br>2019 | State<br>2020–<br>2021 |
|--------------------|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| <b>Suspensions</b> | [DPC]                   | [DPC]                   | [DPC]                     | [DPC]                     | [DPC]                  | [DPC]                  |
| <b>Expulsions</b>  | [DPC]                   | [DPC]                   | [DPC]                     | [DPC]                     | [DPC]                  | [DPC]                  |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**

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

| Rate               | School<br>2019–<br>2020 | District<br>2019–<br>2020 | State<br>2019–<br>2020 |
|--------------------|-------------------------|---------------------------|------------------------|
| <b>Suspensions</b> | [DPC]                   | [DPC]                     | [DPC]                  |
| <b>Expulsions</b>  | [DPC]                   | [DPC]                     | [DPC]                  |

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

**Table 31: Suspensions and Expulsions by Student Group**

(School Year 2020–2021)

| Student Group  | Suspensions<br>Rate | Expulsions<br>Rate |
|--|---------------------|--------------------|
| <b>All Students</b>                                  | [DPC]               | [DPC]              |
| <b>Female</b>  | [DPC]               | [DPC]              |
| <b>Male</b>  | [DPC]               | [DPC]              |
| <b>Non-Binary</b>                                    | [DPC]               | [DPC]              |
| <b>American Indian or Alaska Native</b>              | [DPC]               | [DPC]              |
| <b>Asian</b>   | [DPC]               | [DPC]              |
| <b>Black or African American</b>                     | [DPC]               | [DPC]              |
| <b>Filipino</b>                                      | [DPC]               | [DPC]              |
| <b>Hispanic or Latino</b>                            | [DPC]               | [DPC]              |
| <b>Native Hawaiian or Pacific Islander</b>           | [DPC]               | [DPC]              |
| <b>Two or More Races</b>                             | [DPC]               | [DPC]              |
| <b>White</b>   | [DPC]               | [DPC]              |
| <b>English Learners</b>                              | [DPC]               | [DPC]              |
| <b>Foster Youth</b>                                  | [DPC]               | [DPC]              |
| <b>Homeless</b>                                      | [DPC]               | [DPC]              |
| <b>Socioeconomically Disadvantaged</b>               | [DPC]               | [DPC]              |
| <b>Students Receiving Migrant Education Services</b> | [DPC]               | [DPC]              |
| <b>Students with Disabilities</b>                    | [DPC]               | [DPC]              |

**Table 32: School Safety Plan (School Year 2021–2022)**

Because PCA and FRA share the same staff, are at the same address and share similar populations, the PCA Safety Plan is a shared plan between Pathways Charter Academy and Feather River Academy which was reviewed and revised in 2021 by a Safety Committee comprised of parents, staff, and administration. The Safe School Plan was presented to the Board of Directors and staff in the spring of 2021. The plan will be updated and presented for PCA in the spring of 2022.

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

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

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

## D. Other SARC Information

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

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019)**

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

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

**Table 34: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2019–2020)

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

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

**Table 35: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2020–2021)

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

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

**Table 36: Average Class Size and Class Size Distribution (Secondary)**  
(School Year 2018–2019)

| <b>Subject</b>               | <b>Average<br/>Class<br/>Size</b> | <b>Number<br/>of<br/>Classes*<br/>1-22</b> | <b>Number<br/>of<br/>Classes*<br/>23-32</b> | <b>Number<br/>of<br/>Classes*<br/>33+</b> |
|------------------------------|-----------------------------------|--|---|---|
| <b>English Language Arts</b> | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Mathematics</b>           | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Science</b>               | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Social Science</b>        | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |

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

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–2020)**

| <b>Subject</b>               | <b>Average<br/>Class<br/>Size</b> | <b>Number<br/>of<br/>Classes*<br/>1-22</b> | <b>Number<br/>of<br/>Classes*<br/>23-32</b> | <b>Number<br/>of<br/>Classes*<br/>33+</b> |
|------------------------------|-----------------------------------|--|---|---|
| <b>English Language Arts</b> | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Mathematics</b>           | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Science</b>               | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |
| <b>Social Science</b>        | [DPC]                             | [DPC]                                      | [DPC]                                       | [DPC]                                     |

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

**Table 38: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–2021)**

| Subject               | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Mathematics           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Science               | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Social Science        | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

**Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | [DPC] |

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

**Table 40: Student Support Services Staff (School Year 2020–2021)**

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

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

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries  
(Fiscal Year 2019–2020)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | [DPL]                        | [DPL]                               | [DPL]                                 | [DPL]                  |
| District                                      | N/A                          | N/A                                 | [DPL]                                 | [DPC]                  |
| Percent Difference – School Site and District | N/A                          | N/A                                 | [DPL]                                 | [DPL]                  |
| State   | N/A                          | N/A                                 | [DPC]                                 | [DPC]                  |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | [DPL]                                 | [DPL]                  |

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

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

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

#### Academic Supports:

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

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

PCA has access to a full time student attendance and outreach coordinator to increase attendance and improve engagement.

## Behavioral Supports:

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

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

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

| <b>Category</b>                                      | <b>District Amount</b> | <b>State Average For Districts In Same Category</b> |
|--|------------------------|---|
| <b>Beginning Teacher Salary</b>                      | [DPC]                  | [DPC]   |
| <b>Mid-Range Teacher Salary</b>                      | [DPC]                  | [DPC]   |
| <b>Highest Teacher Salary</b>                        | [DPC]                  | [DPC]   |
| <b>Average Principal Salary (Elementary)</b>         | [DPC]                  | [DPC]   |
| <b>Average Principal Salary (Middle)</b>             | [DPC]                  | [DPC]   |
| <b>Average Principal Salary (High)</b>               | [DPC]                  | [DPC]   |
| <b>Superintendent Salary</b>                         | [DPC]                  | [DPC]   |
| <b>Percent of Budget for Teacher Salaries</b>        | [DPC]                  | [DPC]   |
| <b>Percent of Budget for Administrative Salaries</b> | [DPC]                  | [DPC]   |

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

**Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)****Percent of Students in AP Courses:** [DPC]

| <b>Subject</b>                   | <b>Number of<br/>AP Courses Offered*</b> |
|----------------------------------|--|
| <b>Computer Science</b>          | [DPC]                                    |
| <b>English</b>                   | [DPC]                                    |
| <b>Fine and Performing Arts</b>  | [DPC]                                    |
| <b>Foreign Language</b>          | [DPC]                                    |
| <b>Mathematics</b>               | [DPC]                                    |
| <b>Science</b>                   | [DPC]                                    |
| <b>Social Science</b>            | [DPC]                                    |
| <b>Total AP Courses Offered*</b> | [DPC]                                    |

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

**Table 45: Professional Development**

| <b>Measure</b>   | <b>2019–<br/>2020</b> | <b>2020–<br/>2021</b> | <b>2021–<br/>2022</b> |
|--|-----------------------|-----------------------|-----------------------|
| <b>Number of school days dedicated to Staff<br/>Development and Continuous Improvement</b> | N/A                   | 15                    | 17                    |



# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## *For SCSOS Special Education*

**Address:** 970 Klamath Lane

**Phone:** (530)822-2911

**Principal:** Josh Harris, Director of Special Education

**Grade Span:** K-12

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

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

### **DataQuest**

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

### **California School Dashboard**

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

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

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

**Table 2: School Contact Information (School Year 2021–2022)**

| Entity                            | Contact Information             |
|-----------------------------------|---------------------------------|
| School Name                       | Sutter County Special Education |
| Street                            | 970 Klamath Lane                |
| City, State, Zip                  | Yuba City, CA 95993             |
| Phone Number                      | (530) 822-2911                  |
| Principal                         | Josh Harris, Director           |
| Email Address                     | joshh@sutter.k12.ca.us          |
| Website                           | http://www.sutter.k12.ca.us     |
| County-District-School (CDS) Code | 51105126069454                  |

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

Mission Statement: Working Together for Student Success

Vision Statement:

We believe...

...That all special education students can reach their highest possible standard of achievement

...That special education students can become contributing members of our community

...That special education programs will reflect only the finest in research-based practices

...That ongoing staff development will focus on the refinement on instructional practices that reflect the unique needs of our students

...That all special education activities will be meaningful, authentic, and engaging for our students

...That all Sutter County Special Educators will be a model of excellence in their field

The Special Education Department provides special education related services to the 12 school districts and 3 charter schools within Sutter County for students from age birth to 22 years. The Special Education department consists of approximately 170 staff members located throughout Sutter County who provide support to students and families. In addition to providing specialized academic instruction, speech and language, and school psychologist services to the eleven smaller districts of Sutter County, Sutter County also provides intensive Special Education support in a Special Day class setting in 32 classrooms on 17 different school sites throughout Sutter

County. These classrooms are located on district school sites. These students require special education services in self-contained special day classrooms to support their unique needs. For ages Birth to three, services include the Infant Development Program that is provided within the home setting. For ages Preschool-age 22, Special Day classroom programs are provided for students with severe cognitive, physical and/or medical disabilities, students identified with behavioral needs, and students identified with Autism. Specialized services include the following: Speech and Language, Psychologist services, Nursing and Behavior.

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

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 23                        |
| <b>Grade 1</b>          | 26                        |
| <b>Grade 2</b>          | 11                        |
| <b>Grade 3</b>          | 12                        |
| <b>Grade 4</b>          | 26                        |
| <b>Grade 5</b>          | 27                        |
| <b>Grade 6</b>          | 16                        |
| <b>Grade 7</b>          | 15                        |
| <b>Grade 8</b>          | 17                        |
| <b>Grade 9</b>          | 21                        |
| <b>Grade 10</b>         | 18                        |
| <b>Grade 11</b>         | 14                        |
| <b>Grade 12</b>         | 56                        |
| <b>Total Enrollment</b> | 282                       |

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

| <b>Student Group</b>                       | <b>Percent of<br/>Total Enrollment</b> |
|--|--|
| <b>Female</b>                              | 26                                     |
| <b>Male</b>                                | 74                                     |
| <b>Non-Binary</b>                          | 0                                      |
| <b>American Indian or Alaska Native</b>    | 1                                      |
| <b>Asian</b>                               | 12                                     |
| <b>Black or African American</b>           | 2                                      |
| <b>Filipino</b>                            | 0                                      |
| <b>Hispanic or Latino</b>                  | 44                                     |
| <b>Native Hawaiian or Pacific Islander</b> | 0                                      |
| <b>Two or More Races</b>                   | 2                                      |
| <b>White</b>                               | 33                                     |
| <b>English Learners</b>                    | 19                                     |
| <b>Foster Youth</b>                        | 2                                      |
| <b>Homeless</b>                            | 1                                      |
| <b>Migrant</b>                             | 0                                      |
| <b>Socioeconomically Disadvantaged</b>     | 82                                     |
| <b>Students with Disabilities</b>          | 100                                    |

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

**Table 6: Teacher Preparation and Placement (School Year 2019–2020)**

| <b>Authorization/<br/>Assignment</b>   | <b>School<br/>Number</b> | <b>School<br/>Percent</b> | <b>District<br/>Number</b> | <b>District<br/>Percent</b> | <b>State<br/>Number</b> | <b>State<br/>Percent</b> |
|--|--------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|--------------------------|
| <b>Fully (Preliminary or Clear)<br/>Credentialed for Subject<br/>and Student Placement<br/>(properly assigned)</b> | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Intern Credential Holders<br/>Properly Assigned</b>   | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Teachers Without<br/>Credentials and<br/>Misassignments<br/>("ineffective" under ESSA)</b>                      | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Credentialed Teachers<br/>Assigned Out-of-Field<br/>("out-of-field" under ESSA)</b>                             | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Unknown</b>   | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |
| <b>Total Teaching Positions</b>  | [DPC]                    | [DPC]                     | [DPC]                      | [DPC]                       | [DPC]                   | [DPC]                    |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA) (School Year 2019–2020)**

| <b>Authorization/Assignment</b>                              | <b>Number</b> |
|--|---------------|
| <b>Permits and Waivers</b>                                   | [DPC]         |
| <b>Misassignments</b>  | [DPC]         |
| <b>Vacant Positions</b>                                      | [DPC]         |
| <b>Total Teachers Without Credentials and Misassignments</b> | [DPC]         |

**Table 8: Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

| <b>Indicator</b>  | <b>Number</b> |
|---|---------------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | [DPC]         |
| <b>Local Assignment Options</b>                               | [DPC]         |
| <b>Total Out-of-Field Teachers</b>                            | [DPC]         |

**Table 9: Class Assignments (School Year 2019–2020)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | [DPC]   |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | [DPC]   |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022) Do Not Display**

*Year and month in which the data were collected:* [DPL]

| Subject                                    | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts                      | [DPL]  | [DPL]                      | [DPL]                                      |
| Mathematics                                | [DPL]  | [DPL]                      | [DPL]                                      |
| Science                                    | [DPL]  | [DPL]                      | [DPL]                                      |
| History-Social Science                     | [DPL]  | [DPL]                      | [DPL]                                      |
| Foreign Language                           | [DPL]  | [DPL]                      | [DPL]                                      |
| Health                                     | [DPL]  | [DPL]                      | [DPL]                                      |
| Visual and Performing Arts                 | [DPL]  | [DPL]                      | [DPL]                                      |
| Science Laboratory Equipment (grades 9-12) | N/A  | N/A                        | [DPL]                                      |

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



**Table 11: School Facility Conditions and Planned Improvements- Do Not Display**  
[Narrative provided by the LEA]

*[Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*



**Table 12: School Facility Good Repair Status- Do Not Display**

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

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

**Year and month of the most recent FIT report:** [DPL]

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |
| <b>Interior: Interior Surfaces</b>                                      | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |
| <b>Electrical: Electrical</b>   | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |
| <b>Structural: Structural Damage, Roofs</b>                             | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | [DPL]     | [DPL]     | [DPL]     | [DPL]                                     |

**Overall Facility Rate**

**Year and month of the most recent FIT report:** [DPL]

**Table 13: Overall Rating - Do Not Display**

| Exemplary | Good  | Fair  | Poor  |
|-----------|-------|-------|-------|
| [DPL]     | [DPL] | [DPL] | [DPL] |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;



- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>  | <b>School<br/>2019–<br/>2020</b> | <b>School<br/>2020–<br/>2021</b> | <b>District<br/>2019–<br/>2020</b> | <b>District<br/>2020–<br/>2021</b> | <b>State<br/>2019–<br/>2020</b> | <b>State<br/>2020–<br/>2021</b> |
|---|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| <b>English Language<br/>Arts/Literacy<br/>(grades 3-8 and 11)</b> | N/A                              | N/A                              | N/A                                | N/A                                | N/A                             | N/A                             |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                        | N/A                              | N/A                              | N/A                                | N/A                                | N/A                             | N/A                             |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 16: CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 19: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject  | School<br>2019–<br>2020 | School<br>2020–<br>2021 | District<br>2019–<br>2020 | District<br>2020–<br>2021 | State<br>2019–<br>2020 | State<br>2020–<br>2021 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| <b>Science<br/>(grades 5, 8 and<br/>high school)</b> | N/A                     | [DPC]                   | N/A                       | [DPC]                     | N/A                    | [DPC]                  |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2020–2021)**

| Student Group  | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| <b>All Students</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Female</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Male</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>American Indian or<br/>Alaska Native</b>                      | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Asian</b>   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Black or African<br/>American</b>                             | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Filipino</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Hispanic or Latino</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Native Hawaiian or<br/>Pacific Islander</b>                   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Two or More Races</b>   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>White</b>   | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>English Learners</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Foster Youth</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Homeless</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Military</b>  | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Socioeconomically<br/>Disadvantaged</b>                       | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Students<br/>Receiving Migrant<br/>Education<br/>Services</b> | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |
| <b>Students with<br/>Disabilities</b>                            | [DPC]               | [DPC]            | [DPC]             | [DPC]                    | [DPC]                         |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.



**Table 21: Career Technical Education Programs (School Year 2020–2021) – Do Not Display**

| <b>[Narrative provided by the LEA]</b>   |  |
|--|--|
| <i>[Use this space to provide information about Career Technical Education (CTE) programs as follows:</i>  |  |
| <ul style="list-style-type: none"> <li>• <i>A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and</i></li> <li>• <i>A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and</i></li> <li>• <i>A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]</i></li> </ul> |  |

**Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)**

| <b>Measure</b>   | <b>CTE Program Participation</b> |
|--|----------------------------------|
| <b>Number of Pupils Participating in CTE</b>   | [DPC]                            |
| <b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>  | [DPC]                            |
| <b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b> | [DPC]                            |

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| <b>UC/CSU Course Measure</b>   | <b>Percent</b> |
|--|----------------|
| <b>2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>          | [DPC]          |
| <b>2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b> | [DPC]          |

## **State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## C. Engagement

### State Priority: Parental Involvement

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

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

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

Each student in the Sutter County Superintendent of Schools' Special Education Programs is on an Individualized Education Program (IEP). The IEP process legally requires students and parents to actively participate in the educational process. Community Advisory Committee (CAC) is facilitated by the Sutter County SELPA to engage parents in the process of supporting students with disabilities in the community, as well as provide resources and information to parents and guardians. This group is comprised of parents, community members and school representatives. School events are also held where parents may become involved and participate.

### State Priority: Pupil Engagement

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

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



**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)**  
(School Year 2020–2021)

| <b>Student Group</b>                                 | <b>Number of Students in Cohort</b> | <b>Number of Cohort Graduates</b> | <b>Cohort Graduation Rate</b> |
|--|-------------------------------------|-----------------------------------|-------------------------------|
| <b>All Students</b>                                  | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Female</b>  | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Male</b>  | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Non-Binary</b>                                    | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>American Indian or Alaska Native</b>              | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Asian</b>   | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Black or African American</b>                     | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Filipino</b>                                      | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Hispanic or Latino</b>                            | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Native Hawaiian or Pacific Islander</b>           | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Two or More Races</b>                             | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>White</b>   | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>English Learners</b>                              | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Foster Youth</b>                                  | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Homeless</b>                                      | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Socioeconomically Disadvantaged</b>               | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Students Receiving Migrant Education Services</b> | [DPC]                               | [DPC]                             | [DPC]                         |
| <b>Students with Disabilities</b>                    | [DPC]                               | [DPC]                             | [DPC]                         |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.



**Table 28: Chronic Absenteeism by Student Group  
(School Year 2020–2021)**

| <b>Student Group</b>                                 | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|--|------------------------------|--|----------------------------------|---------------------------------|
| <b>All Students</b>                                  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Female</b>  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Male</b>  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>American Indian or Alaska Native</b>              | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Asian</b>   | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Black or African American</b>                     | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Filipino</b>                                      | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Hispanic or Latino</b>                            | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Native Hawaiian or Pacific Islander</b>           | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Two or More Races</b>                             | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>White</b>   | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>English Learners</b>                              | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Foster Youth</b>                                  | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Homeless</b>                                      | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Socioeconomically Disadvantaged</b>               | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Students Receiving Migrant Education Services</b> | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |
| <b>Students with Disabilities</b>                    | [DPC]                        | [DPC]  | [DPC]                            | [DPC]                           |

## **State Priority: School Climate**

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

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

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

| Rate               | School<br>2018–<br>2019 | School<br>2020–<br>2021 | District<br>2018–<br>2019 | District<br>2020–<br>2021 | State<br>2018–<br>2019 | State<br>2020–<br>2021 |
|--------------------|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| <b>Suspensions</b> | [DPC]                   | [DPC]                   | [DPC]                     | [DPC]                     | [DPC]                  | [DPC]                  |
| <b>Expulsions</b>  | [DPC]                   | [DPC]                   | [DPC]                     | [DPC]                     | [DPC]                  | [DPC]                  |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate               | School<br>2019–<br>2020 | District<br>2019–<br>2020 | State<br>2019–<br>2020 |
|--------------------|-------------------------|---------------------------|------------------------|
| <b>Suspensions</b> | [DPC]                   | [DPC]                     | [DPC]                  |
| <b>Expulsions</b>  | [DPC]                   | [DPC]                     | [DPC]                  |

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

**Table 31: Suspensions and Expulsions by Student Group**  
(School Year 2020–2021)

| Student Group  | Suspensions<br>Rate | Expulsions<br>Rate |
|--|---------------------|--------------------|
| <b>All Students</b>                                  | [DPC]               | [DPC]              |
| <b>Female</b>  | [DPC]               | [DPC]              |
| <b>Male</b>  | [DPC]               | [DPC]              |
| <b>Non-Binary</b>                                    | [DPC]               | [DPC]              |
| <b>American Indian or Alaska Native</b>              | [DPC]               | [DPC]              |
| <b>Asian</b>   | [DPC]               | [DPC]              |
| <b>Black or African American</b>                     | [DPC]               | [DPC]              |
| <b>Filipino</b>                                      | [DPC]               | [DPC]              |
| <b>Hispanic or Latino</b>                            | [DPC]               | [DPC]              |
| <b>Native Hawaiian or Pacific Islander</b>           | [DPC]               | [DPC]              |
| <b>Two or More Races</b>                             | [DPC]               | [DPC]              |
| <b>White</b>   | [DPC]               | [DPC]              |
| <b>English Learners</b>                              | [DPC]               | [DPC]              |
| <b>Foster Youth</b>                                  | [DPC]               | [DPC]              |
| <b>Homeless</b>                                      | [DPC]               | [DPC]              |
| <b>Socioeconomically Disadvantaged</b>               | [DPC]               | [DPC]              |
| <b>Students Receiving Migrant Education Services</b> | [DPC]               | [DPC]              |
| <b>Students with Disabilities</b>                    | [DPC]               | [DPC]              |

**Table 32: School Safety Plan (School Year 2021–2022)**

Sutter County Superintendent of Schools' (SCSOS) classrooms are guest tenants on multiple school campuses within the County of Sutter. Therefore, SCSOS staff and students adhere to host site safety plans. SCSOS does not participate in the development and review of safety plans for district schools where our programs are located; however, the SCSOS staff at each of these sites do participate in staff meetings with the host school that outlines the school site plan and procedures.

## D. Other SARC Information

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

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019)**

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

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

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–2020)**

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

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

**Table 35: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2020–2021)

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 1           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 2           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 3           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 4           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 5           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| 6           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Other**     | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

\*\* “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)**  
(School Year 2018–2019)

| Subject               | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Mathematics           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Science               | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Social Science        | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

**Table 37: Average Class Size and Class Size Distribution (Secondary)**  
(School Year 2019–2020)

| Subject               | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Mathematics           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Science               | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Social Science        | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

**Table 38: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–2021)**

| Subject               | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Mathematics           | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Science               | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |
| Social Science        | [DPC]              | [DPC]                      | [DPC]                       | [DPC]                     |

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

**Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | [DPC] |

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

**Table 40: Student Support Services Staff (School Year 2020–2021)**

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

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



**Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020) – Do Not Display**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | [DPL]                        | [DPL]                               | [DPL]                                 | [DPL]                  |
| District                                      | N/A                          | N/A                                 | [DPL]                                 | [DPC]                  |
| Percent Difference – School Site and District | N/A                          | N/A                                 | [DPL]                                 | [DPL]                  |
| State   | N/A                          | N/A                                 | [DPC]                                 | [DPC]                  |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | [DPL]                                 | [DPL]                  |

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

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

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

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)-**

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

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

**Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)**

Percent of Students in AP Courses: [DPC]

| <b>Subject</b>                   | <b>Number of<br/>AP Courses Offered*</b> |
|----------------------------------|--|
| <b>Computer Science</b>          | [DPC]                                    |
| <b>English</b>                   | [DPC]                                    |
| <b>Fine and Performing Arts</b>  | [DPC]                                    |
| <b>Foreign Language</b>          | [DPC]                                    |
| <b>Mathematics</b>               | [DPC]                                    |
| <b>Science</b>                   | [DPC]                                    |
| <b>Social Science</b>            | [DPC]                                    |
| <b>Total AP Courses Offered*</b> | [DPC]                                    |

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

**Table 45: Professional Development**

| <b>Measure</b>   | <b>2019–<br/>2020</b> | <b>2020–<br/>2021</b> | <b>2021–<br/>2022</b> |
|--|-----------------------|-----------------------|-----------------------|
| <b>Number of school days dedicated to Staff<br/>Development and Continuous Improvement</b> | 6                     | 4                     | 8                     |

Agenda Item No. 8.1

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

       Action

Nic Hoogeveen

       Reports/Presentation

SUBMITTED BY:

  X   Information

Nic Hoogeveen

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for December will be reviewed.



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

**December 2021**

11/01/21-12/15/21

| Description   | Account Codes | Original Budget      | Operating Budget      | Actuals to Date       | Projected Yr Totals   | Difference (Col D - B) | 2021-22 % Actuals as a % of Budget |
|---|---------------|----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------------------|
|   |               | 7/1/21 (A)           | 10/31/21 (B)          | 12/15/21 (C)          | 12/15/21 (D)          | (E)                    |                                    |
| <b>A. Revenues</b>  |               |                      |                       |                       |                       |                        |                                    |
| 1. Local Control Funding Formula  | 8010-8099     | \$ 10,139,242        | \$ 9,809,095          | \$ 2,959,231          | \$ 9,830,822          | 21,727 A               | 30.2%                              |
| 2. Federal Revenues   | 8100-8299     | \$ 4,935,686         | \$ 5,550,001          | \$ 910,507            | \$ 5,559,669          | 9,668 B                | 16.4%                              |
| 3. Other State Revenues   | 8300-8599     | \$ 10,650,380        | \$ 13,349,908         | \$ 5,505,501          | \$ 13,523,231         | 173,323 C              | 41.2%                              |
| 4. Other Local Revenues   | 8600-8799     | \$ 12,731,222        | \$ 11,147,009         | \$ 689,930            | \$ 11,184,206         | 37,197 D               | 6.2%                               |
| <b>5. TOTAL REVENUES</b>  |               | <b>\$ 38,456,530</b> | <b>\$ 39,856,013</b>  | <b>\$ 10,065,169</b>  | <b>\$ 40,097,928</b>  | <b>\$ 241,915</b>      | <b>25.1%</b>                       |
| <b>B. Expenditures</b>  |               |                      |                       |                       |                       |                        |                                    |
| 1. Certificated Salaries  | 1000-1999     | \$ 9,350,906         | \$ 9,033,575          | \$ 3,441,687          | \$ 9,051,569          | 17,994 E               | 38.1%                              |
| 2. Classified Salaries  | 2000-2999     | \$ 10,976,797        | \$ 10,877,814         | \$ 3,889,978          | \$ 10,923,077         | 45,263 F               | 35.8%                              |
| 3. Employee Benefits  | 3000-3999     | \$ 9,058,684         | \$ 9,037,847          | \$ 2,906,665          | \$ 9,051,273          | 13,426 G               | 32.2%                              |
| 4. Books and Supplies   | 4000-4999     | \$ 1,080,028         | \$ 2,013,137          | \$ 331,723            | \$ 2,075,799          | 62,662 H               | 16.5%                              |
| 5. Services, Other Operation  | 5000-5999     | \$ 5,875,286         | \$ 6,351,952          | \$ 2,549,998          | \$ 6,452,150          | 100,198 I              | 40.1%                              |
| 6. Capital Outlay   | 6000-6999     | \$ 161,504           | \$ 748,005            | \$ 74,391             | \$ 740,314            | (7,691) J              | 9.9%                               |
| 7. Other Outgo  | 7100-7299     | \$ 344,448           | \$ 414,092            | \$ 217,429            | \$ 414,092            | - K                    | 52.5%                              |
| 8. Direct Support/Indirect  | 7300-7399     | \$ (76,792)          | \$ (86,665)           | \$ (17,464)           | \$ (86,673)           | (8) L                  | 20.2%                              |
| 9. Debt Service   | 7400-7499     | \$ -                 | \$ -                  | \$ -                  | \$ -                  | - M                    | 0.0%                               |
| <b>10. TOTAL EXPENDITURES</b>   |               | <b>\$ 36,770,861</b> | <b>\$ 38,389,757</b>  | <b>\$ 13,394,407</b>  | <b>\$ 38,621,601</b>  | <b>231,844</b>         | <b>34.9%</b>                       |
| <b>C. Excess ( Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B10)</b> |               |                      |                       |                       |                       |                        |                                    |
|   |               | <b>\$ 1,685,669</b>  | <b>\$ 1,466,256</b>   | <b>\$ (3,329,238)</b> | <b>\$ 1,476,327</b>   | <b>\$ 10,071</b>       | <b>-225.5%</b>                     |
| <b>D. Other Financing Sources/Uses</b>  |               |                      |                       |                       |                       |                        |                                    |
| 1. Transfers In   | 8910-8979     | \$ 185,000           | \$ 79,163             | \$ -                  | \$ 79,163             | - N                    | 0.0%                               |
| 2. Transfer Out   | 7610-7629     | \$ 582,723           | \$ 1,708,283          | \$ 1,000,000          | \$ 1,709,580          | 1,297 O                | 58.5%                              |
| 3. Contributions  | 8980-8999     | \$ -                 | \$ -                  | \$ -                  | \$ -                  | - P                    | 0.0%                               |
| <b>Total, Other Fin Sources/Uses</b>  |               | <b>\$ (397,723)</b>  | <b>\$ (1,629,120)</b> | <b>\$ (1,000,000)</b> | <b>\$ (1,630,417)</b> | <b>\$ (1,297)</b>      | <b>61.3%</b>                       |
| <b>E. Net Change to Fund Balance</b>  |               |                      |                       |                       |                       |                        |                                    |
|   |               | <b>\$ 1,287,946</b>  | <b>\$ (162,864)</b>   | <b>\$ (4,329,238)</b> | <b>\$ (154,090)</b>   | <b>\$ 8,774</b>        |                                    |
| <b>F. Fund Balance (Fund 01 only)</b>   |               |                      |                       |                       |                       |                        |                                    |
| 1. Beginning Balance  |               | \$ 16,757,177        | \$ 17,745,073         | \$ 17,745,073         | \$ 17,745,073         | -                      |                                    |
| 2. Adjustments/Restatements   |               | \$ -                 | \$ -                  | \$ -                  | \$ -                  |                        |                                    |
| <b>Ending Balance</b>   |               | <b>\$ 18,045,123</b> | <b>\$ 17,582,209</b>  | <b>\$ 13,415,835</b>  | <b>\$ 17,590,983</b>  | <b>\$ 8,774</b>        |                                    |
| <b>G. Components of Ending Fund Balance</b>   |               |                      |                       |                       |                       |                        |                                    |
| Designated Amounts  | 9711-9730     | \$ 10,500            | \$ 10,500             |                       | \$ 10,500             | \$ -                   |                                    |
| Legally Restricted  | 9740-9760     | \$ 3,366,422         | \$ 3,827,505          |                       | \$ 3,787,851          | \$ -                   |                                    |
| Assigned  | 9780          | \$ 12,800,522        | \$ 11,739,302         |                       | \$ 11,776,073         | \$ -                   |                                    |
| Restricted Economic Uncertainty   | 9789          | \$ 1,867,679         | \$ 2,004,902          |                       | \$ 2,016,559          | \$ -                   |                                    |
| Unassigned/Unappropriated   | 9790          | \$ -                 | \$ -                  |                       | \$ -                  | \$ -                   |                                    |

**Explanation of Differences**  
**Net Change in Current Year Budget December Board Report**  
**11/01/21-12/15/21**

|   | <u>Amount</u>            | <u>Explanation of Differences</u>   |
|---|--------------------------|---|
| <b>A</b> <u>Local Control Funding Formula (8010-8099)</u> |                          |   |
| County Office   | \$ 21,727                | Adjusting budget for taxes based on P-1 certification   |
|   | <u><u>\$ 21,727</u></u>  |   |
| <b>B</b> <u>Federal Revenues (8100-8299)</u>              |                          |   |
| County Office   | \$ (59,443)              | Moving Governor's Emergency Education Relief budget to One Stop   |
| One Stop  | \$ 67,302                | Adjusting Governor's Emergency Education Relief budget and increasing Workforce Innovation Opportunity Act budget to match grant awards |
| Special Education Local Plan Area (SELPA)                 | \$ 1,809                 | Adjusting budget to match grant award   |
|   | <u><u>\$ 9,668</u></u>   |   |
| <b>C</b> <u>Other State Revenues (8300-8599)</u>          |                          |   |
| Student Support and Outreach (SSO)                        | \$ 173,323               | Establishing budget for AB130 Foster Youth Services Coordination Programs award   |
|   | <u><u>\$ 173,323</u></u> |   |
| <b>D</b> <u>Other Local Revenues (8600-8799)</u>          |                          |   |
| Special Education   | \$ 37,197                | Adjusting budget for contract employment  |
|   | <u><u>\$ 37,197</u></u>  |   |
| <b>E</b> <u>Certificated Salaries (1000-1999)</u>         |                          |   |
| Special Education   | \$ (5,000)               | Adjusting budget for contract employment  |
| Student Support and Outreach (SSO)                        | \$ 22,994                | Establishing budget for AB130 Foster Youth Services Coordination Programs award   |
|   | <u><u>\$ 17,994</u></u>  |   |
| <b>F</b> <u>Classified Salaries (2000-2999)</u>           |                          |   |
| Special Education   | \$ 34,658                | Adjusting budget for November/December supplement payroll   |
| One Stop  | \$ 10,549                | Adjusting budget to match Workforce Innovation Opportunity Act grant award  |
| Various departments                                       | \$ 56                    | Miscellaneous Adjustments   |
|   | <u><u>\$ 45,263</u></u>  |   |
| <b>G</b> <u>Employee Benefits (3000-3999)</u>             |                          |   |
| Special Education   | \$ 7,625                 | Adjusting budget for November/December supplemental payroll   |
| Student Support and Outreach (SSO)                        | \$ 4,828                 | Establishing budget for AB130 Foster Youth Services Coordination Programs award   |
| Various departments                                       | \$ 973                   | Miscellaneous Adjustments   |
|   | <u><u>\$ 13,426</u></u>  |   |
| <b>H</b> <u>Books and Supplies (4000-4999)</u>            |                          |   |
| Special Education   | \$ 46,891                | Adjusting budget for technology purchases   |
| One Stop  | \$ 12,841                | Adjusting budget for technology purchases   |
| Curriculum, Instruction, and Accountability (CIA)         | \$ 1,800                 | Adjusting budget for technology purchases   |
| Student Support and Outreach (SSO)                        | \$ 1,680                 | Adjusting budget for technology purchases   |
| Various departments                                       | \$ (550)                 | Miscellaneous Adjustments   |
|   | <u><u>\$ 62,662</u></u>  |   |

**Explanation of Differences**  
**Net Change in Current Year Budget December Board Report**  
**11/01/21-12/15/21**

|   | <u>Amount</u>            | <u>Explanation of Differences</u>  |
|---|--------------------------|--|
| <b>I</b> <u><b>Services, Other Operations (5000-5999)</b></u> |                          |  |
| County Office   | \$ (22,073)              | Moving Governor's Emergency Education Relief budget to One Stop, adjusting budget for Klamath solar utility expenditures and Everbridge          |
| Special Education   | \$ (10,005)              | Adjusting budget for vehicle and copier holding  |
| One Stop  | \$ (1,092)               | Adjusting budgets to match Workforce Innovation Opportunity Act grant awards   |
| Curriculum, Instruction, and Accountability (CIA)             | \$ (1,800)               | Moving budget to Books and Supplies for technology purchase  |
| Student Support and Outreach (SSO)                            | \$ 126,698               | Establishing budget for AB130 Foster Youth Services Coordination Programs award  |
| Regional Occupation Program (ROP)                             | \$ 6,921                 | Adjusting budget for Virtual Job Shadow  |
| Special Education Local Plan Area (SELPA)                     | \$ 1,632                 | Adjusting budget to match grant award  |
| Various departments   | \$ (83)                  | Miscellaneous Adjustments  |
|   | <u><u>\$ 100,198</u></u> |  |
| <b>J</b> <u><b>Capital Outlay (6000-6999)</b></u>             |                          |  |
| County Office   | \$ 11,500                | Establishing budget for facilities master plan   |
| Special Education   | \$ (8,100)               | Adjusting budget for copier holding  |
| Regional Occupation Program (ROP)                             | \$ (11,091)              | Adjusting budget for Virtual Job Shadow  |
|   | <u><u>\$ (7,691)</u></u> |  |
| <b>K</b> <u><b>Other Outgo (7100 - 7299)</b></u>              |                          |  |
|   | <u><u>\$ -</u></u>       |  |
| <b>L</b> <u><b>Direct Support / Indirect (7300-7399)</b></u>  |                          |  |
| County Office   | \$ (36,892)              | Adjusting budget to align with AB130 Foster Youth Services Coordination Programs moving Governor's Emergency Education Relief budget to One Stop |
| Special Education   | \$ 10,764                | Adjusting budget to align with contract employment   |
| One Stop  | \$ 4,724                 | Adjusting budget to align with Workforce Innovation Opportunity Act grant awards   |
| Student Support and Outreach (SSO)                            | \$ 17,049                | Establishing budget for AB130 Foster Youth Services Coordination Programs award  |
| Regional Occupation Program (ROP)                             | \$ 4,170                 | Adjusting budget for Virtual Job Shadow  |
| Various departments   | \$ 177                   | Miscellaneous Adjustments  |
|   | <u><u>\$ (8)</u></u>     |  |
| <b>M</b> <u><b>Debt Services (7400 - 7499)</b></u>            |                          |  |
|   | <u><u>\$ -</u></u>       |  |
| <b>N</b> <u><b>Transfers In (8910-8979)</b></u>               |                          |  |
|   | <u><u>\$ -</u></u>       |  |

**Explanation of Differences**  
**Net Change in Current Year Budget December Board Report**  
**11/01/21-12/15/21**

|   | <u>Amount</u>   | <u>Explanation of Differences</u>                                      |
|---|-----------------|--|
| O <a href="#">Transfers Out (7610-7629)</a> |                 |  |
| County Office                               | \$ 1,297        | Adjusting budget for IT wireless controller for Career Training Center |
|   | <u>\$ 1,297</u> |  |
| P <a href="#">Contributions (8980-8999)</a> |                 |  |
|   | <u>\$ -</u>     |  |
| Net Change in Current Year Budget           | <b>\$ 8,774</b> |  |

BOARD AGENDA ITEM: Donations

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

       Action

Maggie Navarro

       Reports/Presentation

SUBMITTED BY:

  X   Information

Ron Sherrod

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

| <u>Donor</u>               | <u>Value</u> | <u>Purpose</u>          |
|----------------------------|--------------|-------------------------|
| Balkar Singh/Rajinder Kaur | \$100.00     | Riverbend ASD class use |
| Total                      | \$100.00     |                         |

|                        | <u>21-22 Year</u> | <u>Current Period</u> | <u>To Date</u>    |
|------------------------|-------------------|-----------------------|-------------------|
| Total Donations-Cash   | \$1,200.00        | \$100.00              | \$1,300.00        |
| Total Donations-Value  | \$1,259.43        | \$0.00                | \$1,259.43        |
| <b>Total Donations</b> | <b>\$2,459.43</b> | <b>\$100.00</b>       | <b>\$2,559.43</b> |

**SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE  
GIFT AND DONATION FORM**

|                      |                                     |                                   |
|----------------------|-------------------------------------|-----------------------------------|
| Donor Identification | <input type="checkbox"/> Individual | <input type="checkbox"/> Business |
|----------------------|-------------------------------------|-----------------------------------|

Donor Name: Balkar Singh/Rajwinder Kaur Phone: ( )  
Address: 864 Gidda Loop City/State: Yuba City, CA Zip: 95993  
Business only: Position: \_\_\_\_\_  
Phone: \_\_\_\_\_ Type of Business: \_\_\_\_\_

|                                   |  |   |                                 |
|-----------------------------------|--|---|---------------------------------|
| Gift or Donation:                 | <input type="checkbox"/> Cash                    | <input checked="" type="checkbox"/> Check | Dollar Amount: \$ <u>100.00</u> |
|                                   | <input type="checkbox"/> Other (List item below) |   |                                 |
| Date of Donation: <u>11/19/21</u> |  |   |                                 |

Intent of Gift or Donation: Room 12 ASD Riverbend - A. Mays Class

Working Condition: \_\_\_\_\_

Estimated Dollar Value \$ \_\_\_\_\_

Donated To (Site/Program): \_\_\_\_\_

Site/Program Administrator: Colleen Davenport

Typed Name

Asst. Superintendent/Director for Dept.: Josh Harris

Typed Name

Signature

Signature

Delivery Date: 11/19/21

Delivered By: Colleen Davenport

Received By: Susan Miller

|                              |
|------------------------------|
| For Business Office Use Only |
|------------------------------|

Deputy Superintendent of Admin Services [Signature]

Signature

Revenue Code: 01-9213-0-8699-00-5760-1110-200-512-6025-00

Review Comments: \_\_\_\_\_

Board Agenda Date: \_\_\_\_\_

BOARD AGENDA ITEM: Facilities Update

DATE OF BOARD MEETING: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

       Action

Ron Sherrod

       Reports/Presentation

SUBMITTED BY:

  x   Information

Ron Sherrod

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

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

Agenda Item No. 9.0

BOARD AGENDA ITEM: Approve Resolution No. 21-22-VII to Open a Student Financial Aid Fund at the Auditor-Treasurer

BOARD MEETING DATE: 01/12/2022

AGENDA ITEM SUBMITTED FOR:

  X   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:

To open a Student Financial Aid Fund at the Auditor- Treasurer.



**SUTTER COUNTY BOARD OF EDUCATION**  
**SUTTER COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution to Establish a Student Financial Aid Fund

Resolution No. 21-22-VII

WHEREAS, it is desirable that the Sutter County Superintendent of Schools have a Student Financial Aid Fund for the purpose of separating financial aid for students from operating expenses, if required by the California Student Aid Commission (CSAC) for financial aid.

THEREFORE, BE IT RESOLVED, that the Governing Board hereby authorizes the Sutter County Auditor and Treasurer to establish a fund to be known as the Student Financial Aid Fund.

I hereby certify that the foregoing is a true copy of the resolution adopted by the Sutter County Board of Education, in a meeting thereof held on January 12, 2022, by the following vote:

McJunkin \_\_\_\_\_; Singh \_\_\_\_\_; Lachance \_\_\_\_\_; Richmond \_\_\_\_\_; Turner \_\_\_\_\_

Ayes: \_\_\_\_\_

Noes: \_\_\_\_\_

Abstain: \_\_\_\_\_

Absent: \_\_\_\_\_

\_\_\_\_\_  
June McJunkin, President  
Sutter County Board of Education

\_\_\_\_\_  
Tom Reusser, Ex-officio Secretary  
Sutter County Board of Education

Agenda Item No. 10.0

BOARD AGENDA ITEM: Approval of Lease with Myriad Capital LLC

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

X Action

Ron Sherrod

       Reports/Presentation

SUBMITTED BY:

       Information

Ron Sherrod

       Public Hearing

PRESENTING TO BOARD:

       Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

Approval of the Extension of Lease with Myriad Capital LLC that currently houses the One-Stop Program located at:

950 Tharp Road, #1000  
Yuba City, CA 95993

The extension adds a two-year term through March 30, 2024 which converts to a month-to-month lease thereafter.

## EXTENSION OF LEASE

950 Tharp Road #1000  
Yuba City, CA

Myriad Capital LLC (lessor) and Sutter County Superintendent of Schools (lessee) hereby agree to extend the terms of that certain Gateway Business Park lease dated January 1, 2018, covering 950 Tharp Road Bldg #1000 Yuba City, CA ("the Lease") for an additional 36 months with all other terms and conditions of the Lease remaining in full force and effect. The rent schedule for the 36-month extension is as follows:

| Months                  | Base Rent/Sq. Ft. | Base Monthly Rent |
|-------------------------|-------------------|-------------------|
| April 2022 – March 2023 | \$1.26            | \$8,619.42        |
| April 2023 – March 2024 | \$1.30            | \$8,912.14        |
| April 2024 – March 2025 | \$1.34            | \$9,215.15        |

Beginning April 1, 2024 the tenancy of the property may convert to month-to-month occupancy, subject to 4 months' written notice to terminate occupancy. Failure to provide 4 month notice to terminate will result in early lease termination fees as outlined in the Lease .

AGREED AND ACCEPTED:

LESSOR:

MYRIAD CAPITAL LLC  
A California Limited Liability Company

Date: 12/9/21

By: Christina Florence  
Christina Florence

Its: Manager

LESSEE:

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE

Date: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

Agenda Item No. 10.0

BOARD AGENDA ITEM: Public Hearing – Redistricting Following the Decennial Federal Census

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

☐ Action

☐ Reports/Presentation

☐ Information

☒ Public Hearing

☐ Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Superintendent Tom Reusser

PRESENTING TO BOARD:

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

A Public Hearing will be held for the purpose of hearing comments from the public on proposed adjustments to the trustee area boundaries of the Sutter County Board of Education.

The Sutter County Board of Supervisors adopted Board of Districts Map, Option 9.1. The Sutter County Board of Education will discuss “mirroring” the Board of Supervisors Map, Option 9.1.



970 Klamath Lane  
Yuba City, CA 95993  
Phone (530) 822-2900  
Fax (530) 671-3422

---

## NOTICE OF PUBLIC HEARING

Notice is hereby given  
Public Hearing will be held as follows:

**Date:** Wednesday, January 12, 2022

**Time:** 5:30 p.m.

**Place:** Sutter County Superintendent of Schools Office  
970 Klamath Lane  
Yuba City, CA 95993

### ***PUBLIC HEARING ~ Redistricting Following the 2020 Decennial Federal Census***

**The Purpose of the Public Hearing** is to inform the public of proposed adjustments to the trustee area boundaries of the Sutter County Board of Education and to accept public comments.

The Sutter County Board of Supervisors adopted Board of Districts Map, Option 9.1. The Sutter County Board of Education will discuss “mirroring” the Board of Supervisors Map, Option 9.1.

Copy of Board of Districts Map, Option 9.1, is posted herewith.

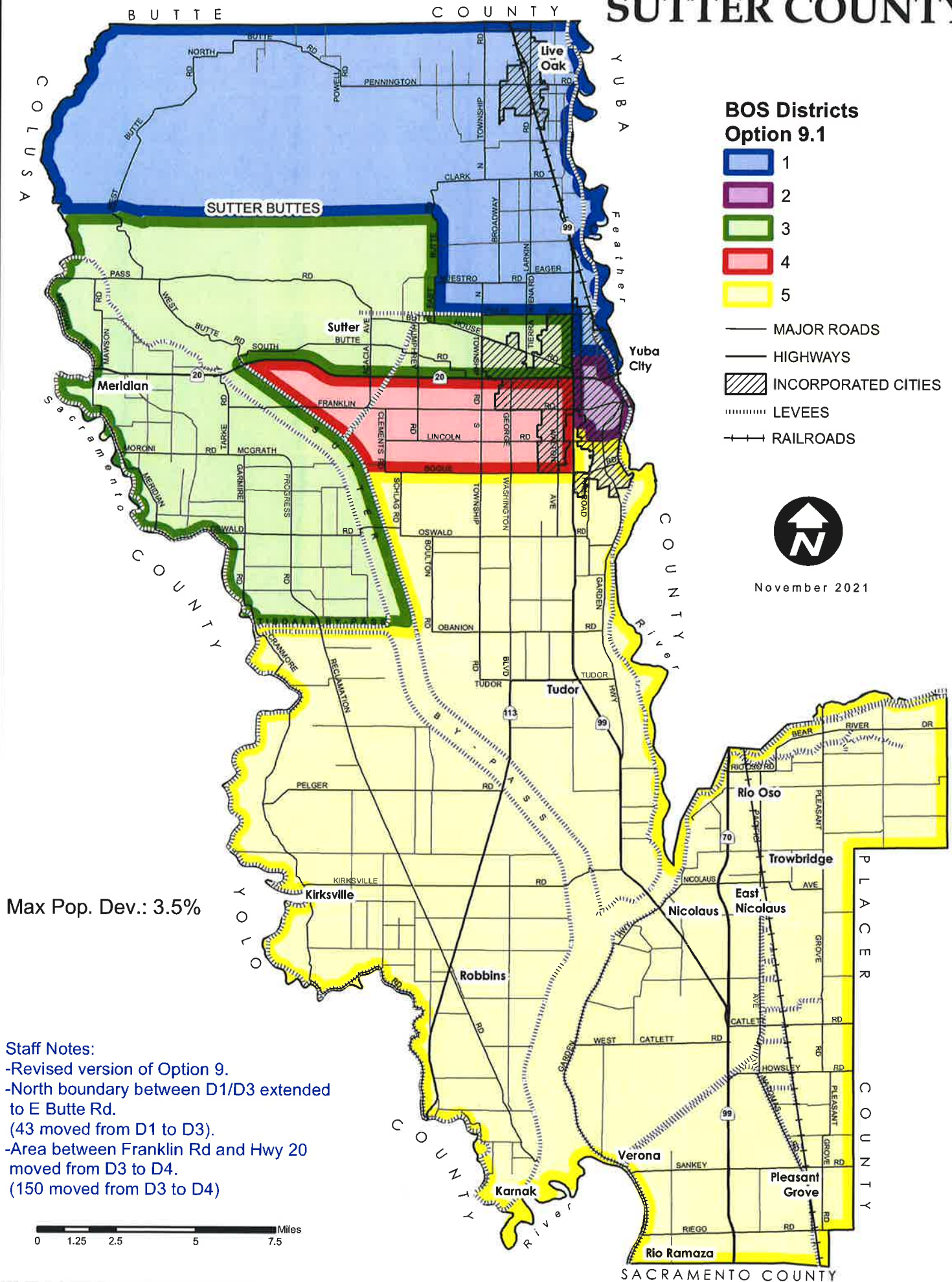
**FOR ADDITIONAL INFORMATION CONTACT:**  
Sutter County Superintendent of Schools  
(530) 822-2930

Posted on: January 7, 2022

### **Locations:**

Sutter County Superintendent of Schools Office Website  
Sutter County Superintendent of Schools

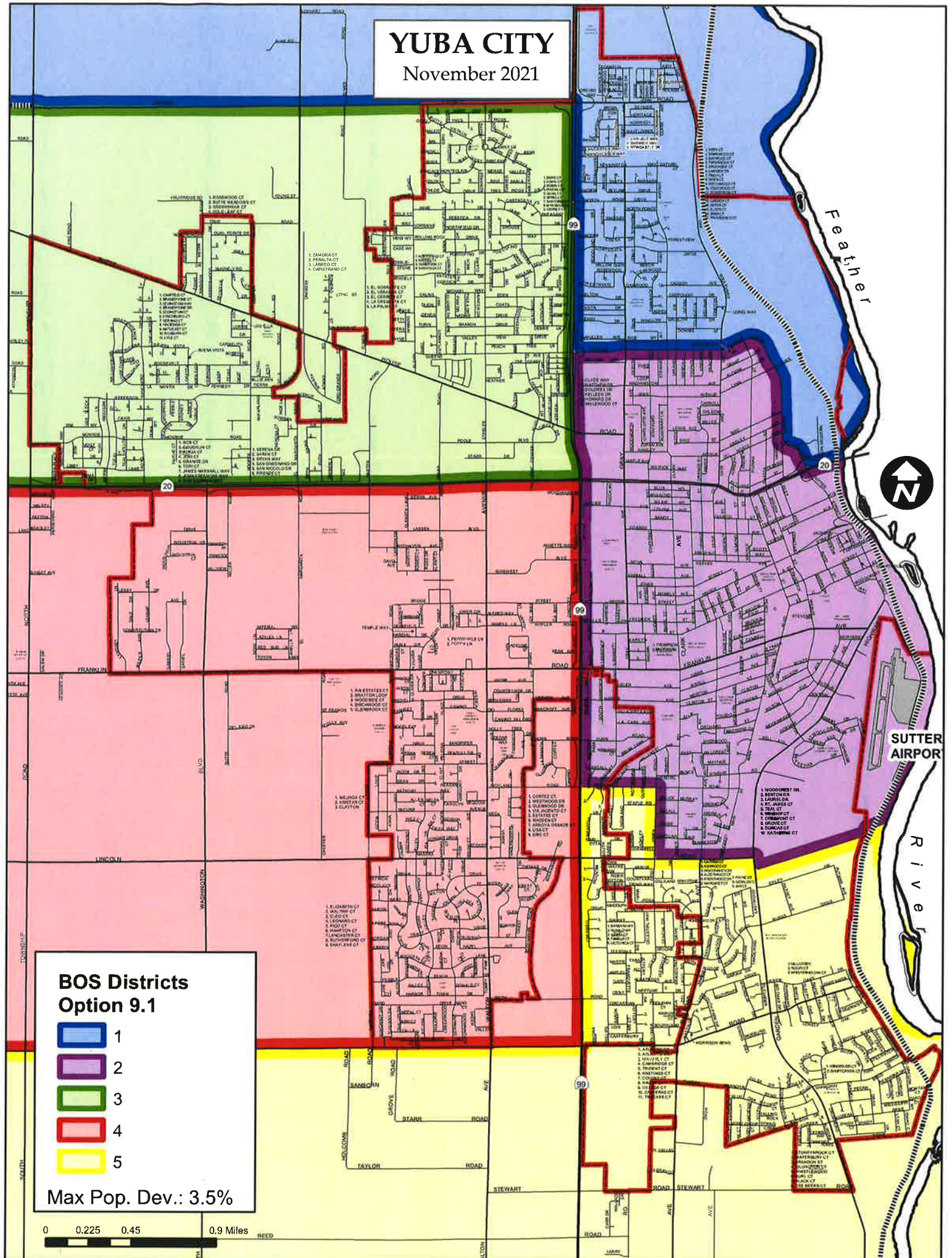
# SUTTER COUNTY





## November 2021

November 2021



Agenda Item No. 11.0

BOARD AGENDA ITEM: Proposed Adjustments to the Trustee Area Boundaries of the Sutter County Board of Education following the 2020 Decennial Census

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

     Action

✓ Reports/Presentation

     Information

     Public Hearing

     Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Superintendent Tom Reusser

PRESENTING TO BOARD:

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The Sutter County Board of Supervisors District Map, Option 9.1, will be presented for Board discussion in regards to adjusting the trustee area boundaries for the Sutter County Board of Education and mirroring District Map, Option 1.



Agenda Item No. 12.0

BOARD AGENDA ITEM: Discussion and Possible Approval of Resolution No. 21-22-VIII Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code Section 54953

BOARD MEETING DATE: January 12, 2022

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☒ Action

Maggie Nicoletti

☐ Reports/Presentation

SUBMITTED BY:

☐ Information

Maggie Nicoletti

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

*In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely in the following circumstances:*

- A. There is a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; or*
- B. There is a proclaimed state of emergency, and the local agency's meeting is for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or*
- C. There is a proclaimed state of emergency, and the local agency has determined, by majority vote, that as a result of the emergency meeting in person would present an imminent risk to the health or safety of attendees.*

*The Sutter County Board of Education will consider adopting Resolution No. 21-22-VIII, to make a finding that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to conduct meetings remotely.*

**SUTTER COUNTY BOARD OF EDUCATION**  
**AUTHORIZING USE OF REMOTE**  
**TELECONFERENCING PROVISIONS (AB 361)**  
**RESOLUTION NO. 21-22-VIII**

**WHEREAS**, the Sutter County Board of Education (“Governing Board”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

**WHEREAS**, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

**WHEREAS**, the Governing Board recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

**WHEREAS**, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

**WHEREAS**, on September 16, 2021, the California legislature passed Assembly Bill (“AB”) 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

**WHEREAS**, in order for the Governing Board to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Governing Board to conduct teleconferenced meetings for a period of thirty (30) days; and

**WHEREAS**, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

**WHEREAS**, the Governing Board hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

**WHEREAS**, the Governing Board is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment.

**NOW THEREFORE, BE IT RESOLVED**, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

**BE IT FURTHER RESOLVED**, that the Governing Board has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees.

**BE IT FURTHER RESOLVED**, that the actions taken by the Governing Board through this Resolution may be applied to all Board committees governed by the Brown Act unless otherwise desired by that committee.

**BE IT FURTHER RESOLVED**, the Governing Board authorizes the Superintendent or their designee(s) to take all actions necessary to conduct Governing Board meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution, after which the Governing Board will reconsider the circumstances of the state of emergency.

**PASSED AND ADOPTED** by the Sutter County Board of Education on this 12th day of January, 2022, by the following vote:

McJunkin \_\_\_\_; Singh \_\_\_\_; Lachance \_\_\_\_; Richmond \_\_\_\_; Turner \_\_\_\_

Ayes: \_\_\_\_

Noes: \_\_\_\_

Absent: \_\_\_\_

Abstain: \_\_\_\_

---

June McJunkin, President  
Sutter County Board of Education

---

Tom Reusser, Ex-officio Secretary  
Sutter County Board of Education